

**IMPROVING THE STUDENTS' READING COMPREHENSION SKILL  
BY USING THE GRAPHIC ORGANIZER FOR GRADE VIIID  
AT SMP N 1 BERBAH IN THE ACADEMIC YEAR OF 2014/2015**

**A THESIS**

**Presented as a Partial Fulfillment for the Attainment  
of a *Sarjana Pendidikan* Degree in the English Education Department**



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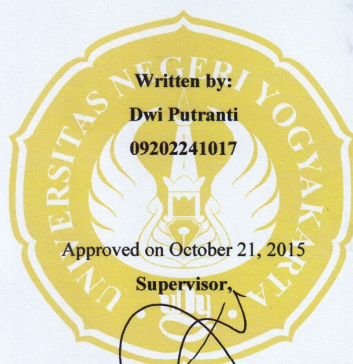
**2015**



**APPROVAL SHEET**

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1 BERBAH IN THE ACADEMIC YEAR OF 2014/2015**

**A THESIS**



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### IMPROVING THE STUDENTS' READING COMPREHENSION SKILL BY USING THE GRAPHIC ORGANIZER FOR GRADE VIIID AT SMP N 1 BERBAH IN THE ACADEMIC YEAR OF 2014/2015

A Thesis

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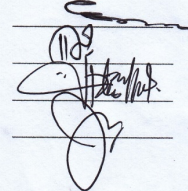
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## LEMBAR PERNYATAAN KEASLIAN

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menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal itu merupakan sepenuhnya tanggung jawab saya.

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## **MOTTOS**

And seek help in patience and prayer (Al-Baqarah 2:45)

Life is really simple, but we insist on making it complicated.  
***(Confucius)***

When one door closes, another opens; but we often look so long and so regretfully upon the closed door that we do not see the one that has opened for us.  
***(Alexander Graham Bell)***

If opportunity doesn't knock, build a door.  
***(Milton Berle)***



## DEDICATIONS

I dedicate my thesis to:

- My beloved parents (Bapak Tri Joko and *-almarhumah-* Ibu Kaminem). Thank you for your support and your love. I am honored to have you as my parents. I love you.
- My beloved sister (Siti Fatimah) and my beloved brother (Rahmat Fauzi). Thank you for everything. You complete my life.
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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is not perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 21 October, 2015

Dwi Putranti

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**ABSTRACT**

This research aimed to improve the students' reading comprehension skill by using the graphic organizer for grade VIIID at SMP N 1 Berbah in the academic year of 2014/2015.

This research was an action research. This research consisted of two cycles. The data were obtained from the classroom observation during the teaching and learning process, the students' interview, the teacher's interview, the questionnaire, and supported by the score of the students' reading comprehension tests. The data from the classroom observation, interview and the questionnaire were analyzed qualitatively and the scores were analyzed quantitatively using descriptive statistics.

The results of this research suggested that the graphic organizer improved the students' reading comprehension skill for grade VIIID at SMP N 1 Berbah. The qualitative data analysis showed that the students were able to comprehend the texts better by using the graphic organizer. There were also some changes on their behavior. They could focus their attention on the teaching and learning process by the implementation of the graphic organizer. Based on the quantitative data analysis, the total score and the average score in the posttest I was increased 10% from the total score and the average score of the pretest. Meanwhile the total score and the average score in the posttest II was increased 9% from the total score and the average score of the posttest I. The quantitative data supported the qualitative data, that the graphic organizer could be used to improve the students' reading comprehension skill.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

At present, the teaching of English as the second language in junior high schools implements KTSP curriculum and 2013 curriculum. The aim of teaching English in this level is to develop students' communicate competence in oral and written form, in order to achieve the functional literacy level, to develop students' awareness of the nature and importance of English to enhance the nation's competitiveness in a global society, and to develop the students' understanding about the relationship between language and culture. Furthermore, teachers should follow teaching principles for junior high school level.

Students in the junior high school are all teenagers; it means that they are all in a transitional age and they are dealing with confusion, self-consciousness, growing and also changing body and mind (Brown: 2001). In the teaching of English in the junior high school level, the teacher should think about the students' intellectual capacity, students' attention span, students' varieties of sensory input, factors surrounding students' ego, self-image and self-esteem, and the care given by the teacher.

There are four skills in English, which are listening, speaking, reading and writing. Listening and reading are categorized as receptive skills, while speaking and writing are productive skills. In the receptive skills, students do not need to produce language. They only receive and comprehend it. These skills are the passive skills. Meanwhile, in productive skills, students use the language that

they have acquired and produce a message through speech or written text that they want others to understand. They are also known as active skills.

In the junior high school level, it is important to make students comprehend the receptive skills first before they go to the productive skills. The first skill they have to comprehend is the reading skill. Students are doing reading in order to gain information or verify their existing knowledge. Nowadays, reading skill has become a vital activity for students since written text such as textbooks for students are written in English. They read written texts in order to get information as much as possible.

In this case, it is important to gain students' awareness of reading as a skill that requires active engagement. Some reading strategies have to be introduced as an effort to help the students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way, the students will find and build the foundation for communicative competence in the second language.

## **B. Identification of the Problems**

From the observation conducted on January 9, 2015, there were some problems faced by VIIID students of SMP N 1 Berbah in the teaching and learning activities of English. The first problem was from the English teacher and teaching materials. The English teacher had inadequate preparation of the teaching materials. At that day, the topic of the teaching and learning activities was about narrative text. The English teacher prepared a narrative text in the form of PowerPoint slideshow. Some words in that narrative text came in several colors

(yellow and red) to show the grammatical features of a narrative text. In coloring the words, the English teacher made some mistakes. For example, the teacher included the word "*intelligence*" as an adjective. Then the next problem was from the students. The students were lack of motivation in learning and studying English, especially learning and studying English texts. They were not too interesting in the teaching and learning process since they did not have any specific reading strategies that help them in comprehending written texts quickly. They only used their dictionary (both offline and online) in comprehending the text. When the English teacher asked some questions about the text, most of the students only kept silent. There were only some students who could answer the questions or could understand the main idea of the text. They often talked to their friends and did not pay attention to the teacher. Some of them got busy with their assignment of the other subject.

At that day, the students learnt about narrative text. When they were asked to comprehend the text, they only tried to translate the text without comprehending it. They only focused on the meaning of each word or each sentence without trying to comprehend the entire text. Based on the students' answer on the students' questionnaire, they were lack of motivation in learning and studying English texts and they could not comprehend the text quickly since they did not introduced to a specific reading strategies.

The other problem was the lack of school facilities. The school facilities were not enough to conduct good classroom activities since not every class in SMP N 1 Berbah were equipped with the projector. To show a PowerPoint



slideshow, the teacher had to ask the students to move from VIIID classroom to science laboratory and VIIC classroom.

### **C. Limitation of the Problem**

In conclusion, the main problem concerned lack of reading strategies. In order to deal with this problem, the teaching technique of graphic organizer was proposed to improve the students' reading comprehension skill for grade VIIID at SMP N 1 Berbah in the academic year of 2014/2015. In this case, the "what happened" graphic organizer was chosen, since "what happened" form was suitable for teaching the narrative text. This form would lead the students to get involved in the teaching and learning process and would lead the students to comprehend the narrative text faster.

### **D. Research Question**

Based on the background of the study above, the research question is: "How can the graphic organizer improve the students' reading comprehension skill for grade VIIID at SMP N 1 Berbah?"

### **E. Objective of the Study**

The objective of this study was to improve the reading comprehension skill for grade VIII D at SMP N 1 Berbah, by using the graphic organizer.

### **F. Significance of the Study**

This study was expected to be useful for:

a. Junior high school students

With the implementation of this graphic organizer, the students of junior high school level would know how to improve their reading ability with an interactive and interesting strategy. It helped them in studying and learning English as the second language in the higher level.

b. Junior high school English teachers

The result of this research was expected to improve the junior high school English teachers' knowledge on the use of various techniques in teaching English, especially in the reading comprehension skill by using the graphic organizer.

c. Other Researchers on the reading skill.

The result of this study was expected to facilitate other researchers as a reference in conducting further studies in using the graphic organizer to improve the second language skills or language components.

d. Textbook writers of the junior high school level.

The result of this study could be used as a reference or a source in developing textbooks, especially textbooks for the junior high school level.

e. Material developers of the junior high school level.

The result of this study could be used as a source or a reference in developing various interactive and attractive teaching materials, especially for the junior high school level.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Literature Review**

##### **1. Reading**

##### **a. The definition of reading**

Reading is one of the receptive skills, besides the listening skill. Here are some definitions of the reading skill outlined by some experts: Patel & Jain (2008: 113) state that reading skill is the most useful and important skill for people. The reading skill is more important than the speaking skill and writing skill since reading activity is a source of joys. Good reading activity encourages the students to keep reading regularly and provides them both pleasure and profit. Moreover, reading is the most important activity in any language reading classes. Reading activity is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Furthermore, reading activity is needed to widen the mind and to gain the understanding of the foreign culture.

In line with Patel and Jain, Celce-Murcia (2001: 154) views reading activity is an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. In addition, Brown (2004: 189) states that reading activity is a process of negotiation of meaning. In this process, the readers bring their early knowledge to the next parts of reading process to reach their understanding about the meaning of the texts they read. It means that the readers'

understanding about the text is the result of interaction between their knowledge and the meaning of the texts they read.

### **b. Types of reading**

Several types of reading may occur in a language classroom. One way in which these may be categorized, as suggested by Patel & Jain (2008: 117-119), can be outlined as follows:

#### **1) Intensive reading**

Intensive reading is related to further progress in language learning under the teacher's guidance. This type of reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide materials for developing greater control of the language in speech and writing. These materials will be the basis for classroom activity since it will not only be read but also will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. The goal of this type of reading is to read the shorter text and to get specific information. The students read a book to acquire knowledge.

#### **2) Extensive reading**

The purpose of extensive reading is to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Moreover, the material for this extensive reading will be selected at a lower level of difficulty than the material for intensive reading. This type of reading is categorized as a reading activity for pleasure. The reader wants to know about

something. Thus, the reader does not care about specific or important information after reading. Usually people read to keep them update.

### 3) Aloud reading

The reading aloud plays important role in the teaching of English. Reading aloud provides a way to help students in accessing the material and developing students' skills as active listeners. Listening to proficient readers provides a model for fluent reading and can help students recognize how to pronounce unfamiliar words. By inviting students to read, this strategy encourages class participation and takes the focus off of the teacher as the only source of information. Moreover, aloud reading enables learners to develop the skill of reading very well by speaking or expressing ideas and enables learners to develop the skill of pronounce very well. Aloud reading will also make reading as a very enjoyable while teacher uses reinforcement during reading.

### 4) Silent reading

Silent reading is a very important skill in the teaching of English. This silent reading is aimed to increase reading ability among learners. It is done to acquire a lot of information. The selection of reading materials should be authentic. The silent reading makes students very active and accurate since it concentrates the attention of learners toward subject matter and the learners learn naturally. Furthermore, the silent reading skill saves time because this activity is done at a time. All students participate together in this activity at a time.

## **2. The Teaching of the Reading Skill**

### **a. Principles for the teaching of reading skill**

In the teaching of the reading skill, the teacher should follow principles from experts in order to create interactive techniques. Harmer (2007: 101-102) states six principles for the teaching of reading skill. Those principles are:

- 1) Encourage students to read as often and as much as possible.

The students' knowledge will increase as they read more and more. To build and increase their knowledge, teachers should encourage the students to read extensively as well as intensively.

- 2) Students need to be engaged with what they are reading.

Outside the school time, the students should be involved in joyful reading. Therefore, teachers should try to help the students get as much pleasure from it as possible. But during lessons, too, teachers should do their best to ensure that the students are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- 3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

The students need to study reading texts in the class in order to find out the content of a text as the way they use language, the number of paragraphs it contain and how many times they use relative clauses. The main point is the message of the text. Furthermore, teachers must give students a chance to respond to that message in some way. It is important to allow students to show

their feelings about the topic. In extensive reading, this part becomes more important. Reading for pleasure should be different from reading for study.

4) Prediction is a major factor in reading.

When the students read texts in the first language, they usually have a good idea of the content before they actually start reading. Covers of a book or the headline often give them a clue about what is in the book. Soon after they get these clues, their brain starts predicting what they are going to read. Expectations are set up and the active process of reading is ready to begin. In the class, teachers should give students 'hints' so that they also have a chance to predict what is coming. In the case of extensive reading, when students are choosing what to read for pleasure, the teacher should encourage them to look at covers and back cover copy to help the students select what to read and then to help them 'get into' a book.

5) Match the task to the topic when using intensive reading texts.

After a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), teachers need to choose good reading tasks (the right kind of questions, appropriate activities before during and after reading, and useful study exploitation, etc.). The most interesting text can be undermined by boring and inappropriate tasks, but the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

6) Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, teachers should use whatever opportunities present them to provoke useful feedback.

#### **b. Teaching the reading skill at the junior high school level**

In teaching the reading skill in Indonesian junior high schools, the teacher should follow the principles or regulations made by the ministry of education and culture. According to BSNP, the principle for the teaching of English in the junior high school level is using KTSP curriculum and 2013 curriculum. The aims of the teaching of English in the junior high school level are to develop students' communication ability in oral and written form to reach the level of functional literacy, students' awareness about the essence and importance of English in order to develop the nation's competitiveness in the global community, and to develop students' understanding about the relationship between language and culture.

In addition, the scope of the teaching of English in the junior high school level, based on BSNP (2006) are the ability to understand and/or create the oral text and/or written text that is realized in four English skills (reading, listening, writing, speaking) to reach the level of functional literacy, the ability to understand and create several short functional texts, monologues, and essays in



the form of procedures text, descriptive text, recount text, narrative text and report text, the use of supportive competencies, which are the linguistic action competence, socio-cultural competence, strategic competence and the discourse competence. Furthermore, according to Patel & Jain, (2008: 116-117) at the early stage, the necessary precautions should be observed during the course of good teaching reading. The first precaution is the teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading. Then, while teaching reading, teachers should ask not more than one student to read at one time and teachers should pay individual attention to every students of class. The teachers also should be very careful in pointing out and rectifying the mistakes of pronunciation, articulation and intonation of students and should first try to find out the causes of mistakes committed by students and then try to correct them by eradicating the cause of mistake.

### **3. The Reading Comprehension Skill**

#### **a. Definition**

Klingner & Geisler (2008: 65) conclude that reading comprehension is a process of constructing meaning from a text which involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences. In line with Klingner and Geisler, Oakhill, Cain & Elbro (2015: 1) state that reading comprehension is an important thing. It is important not only for understanding text, but also for broader learning, success in education, and employment. The

reading comprehension skill is even important for our social lives, because of email, text, and social networking sites.

To become efficient readers, students should know the microskills for the reading comprehension. The micro skills for reading comprehension based on Brown (2001: 307) are:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interprets word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expresses in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 8) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 9) Recognize the communicative functions of written texts, according to form and purpose.
- 10) Infer context that is not explicit by using background knowledge.
- 11) Infer links and connection between events, ideas, etc., deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12) Distinguish between literal and implied meanings.
- 13) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 14) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

#### **b. Strategies for the reading comprehension skill**

There are many strategies that can be employed to develop reading comprehension skill. Reading comprehension strategies are conscious plans or

sets of steps that good readers use to make sense of text. The reading comprehension strategy instruction helps students to be active readers who are in charge of their own reading comprehension. According to Adler (2004: 1), there are seven strategies to improve the reading comprehension skill. They are:

1) Monitoring comprehension

Students should have strategies to solve problems in their understanding. They should monitor their comprehension since they have to be aware of what they do understand, to identify what they do not understand and to use appropriate strategies to resolve problems in comprehension.

2) Metacognition as monitoring

Metacognition can be defined as thinking about thinking. Good students as good readers use this strategy to think about and have control over their reading. Before reading, they clarify their purpose for reading and preview the text. During reading, students monitor their understanding, adjusting their reading speed to fit the difficulty of the text and solving any comprehension problems they have. After reading, they check their understanding of what they read.

3) Making Connections with Graphic and Semantic Organizers

Graphic organizer illustrates concepts of a text. It also illustrates the relationships between concepts in a text or using diagrams. Graphic organizer is known by different names, such as maps, webs, graphs, charts, frames, or clusters. Despite of the label, graphic organizer can help readers in focusing their attention on concepts and how they are related to other concepts. Graphic organizer also helps students in reading and understanding textbooks and picture books.

4) Generating questions

By generating some questions, students become aware of whether they can answer the questions and if they understand what they are reading.

5) Answering questions

Answering questions can be an effective strategy for teaching the reading skill since this strategy gives students a chance to explore the purpose for reading, to focus their attention on what they are to learn, to help students to think actively as they read, to encourage students to monitor their comprehension and to help students to review content and relate what they have learned to what they already know.

6) Recognizing story structure

In recognizing the story structure, students learn to identify the categories of content (characters, setting, events, problem, and resolution). The students also learn to recognize story structure through the use of story maps. Instruction in the story structure improves students' comprehension.

7) Summarizing

When students summarize a text, they need to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing definitely helps students to identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information and to remember what they read.

### **c. Assessing the reading comprehension skill**

Assessing reading comprehension is different from those in others kind of reading. Good reading comprehension is the main goal of reading instruction at all grade levels. Accurate assessment of reading comprehension is necessary to know if this goal is being met, to identify students who need remediation, and to help plan future instruction. Brown (2004: 201-211) explains types of assessment in reading comprehension:

#### **1) Cloze task**

In the exact word method, test-takers will get credit if they insert the exact word that was originally deleted. In the appropriate word method, the credit will be given to them who supplying any word that is grammatically correct and make good sense in the context.

#### **2) Impromptu reading plus comprehension questions**

It is a set of question which focuses on passages' comprehensions. The questions covers the comprehension features such as main idea (topic), expressions/idioms/phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s) and vocabulary in context.

#### **3) Short-answer tasks**

The questions can be answered in a sentence or two sentences. This kind of test can be a nice alternative if teachers have difficulties in making the multiple choice test.

4) Editing

In editing test, the teachers provide an error in each sentence in passages. The test-takers should find out the error and change it to be the correct one.

5) Scanning

Test-takers should quickly locate the scanning objectives such as date, name or place in an article, or the cost of an item on a menu. One of the purposes of scanning is to quickly identify important element, timing may also be calculated into a scoring procedures.

6) Ordering Task

In this ordering task, the test-takers should understand the message of each sentences first in order to them arrange it into a good paragraph.

7) Information transfer: reading charts, maps, graphs, diagram.

In this information transfer task, the test-takers should comprehend the graphics in order to answer questions based on those graphics.

#### **4. The Graphic Organizer**

##### **a. Definition**

Graphic organizer is included as one of the reading comprehension strategies which help students to comprehend the concept of a text. According to McKnight (2013: 1), the graphic organizer is visual representations of information and concepts. By nature, people tend to learn in pictures such as graphics. The graphic organizer is a more innate structure for processing information than recording information exclusively in words. In addition, since graphic organizers

use visual images and words, they are more effective as tools for learning for a wide variety of learners, such as English language learners and students with special needs. Furthermore, Bromley, DeVitis & Modlo (1999: 6) agree that the graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.

#### **b. Types of the graphic organizer**

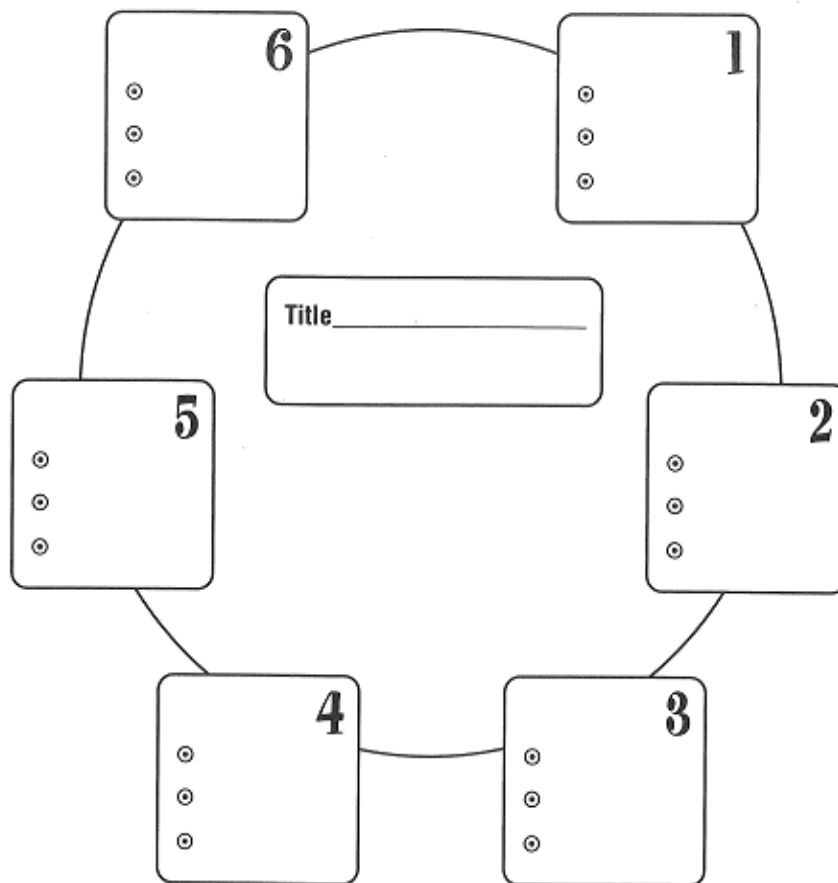
Although there are many variations and possible combinations of graphic organizers used in the classrooms, Bromley, DeVitis & Modlo (1999: 8) agree that the graphic organizer is falling into four basic categories, namely cyclical organizers, conceptual organizers, sequential organizers and hierarchical organizers.

##### **1) Cyclical organizers**

The cyclical organizer depicts a series of events without beginning or end. The formation is circular and continuous. The example of this cyclical organizer is the Circle Organizer. This is the template of the circle organizer, according to Bromley, Devitis & Modlo (1999: 26)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Circle Organizer



### 2) Conceptual organizer

The conceptual organizer includes a main concept or the central idea with some supporting facts, evidence or characteristics. Several examples of the conceptual organizer are Webs, Venn diagram, Central Question Organizer, The Big Question, Mind Map, and Getting Into Character organizer. Here are some templates of the conceptual organizer:



Name \_\_\_\_\_ Date \_\_\_\_\_

## The Big Question

**When?**

**Who?**

**What?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(Central Question)

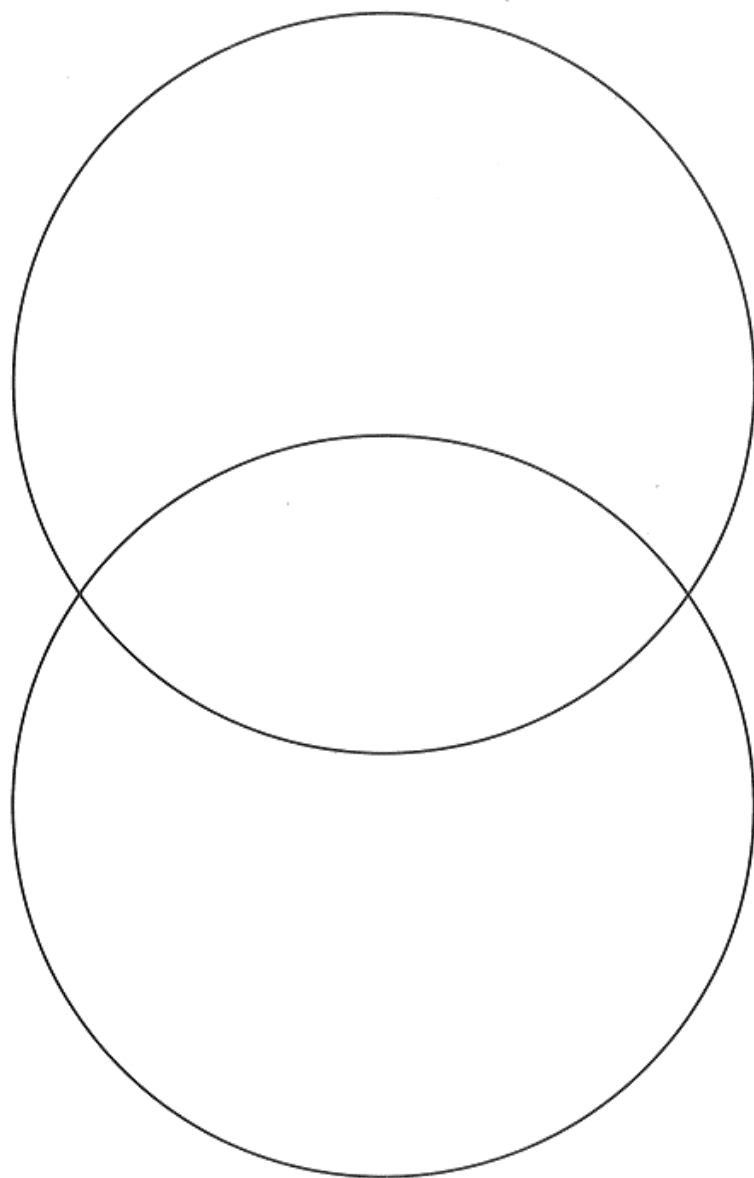
**Where?**

**Why?**

**How?**

Name \_\_\_\_\_ Date \_\_\_\_\_

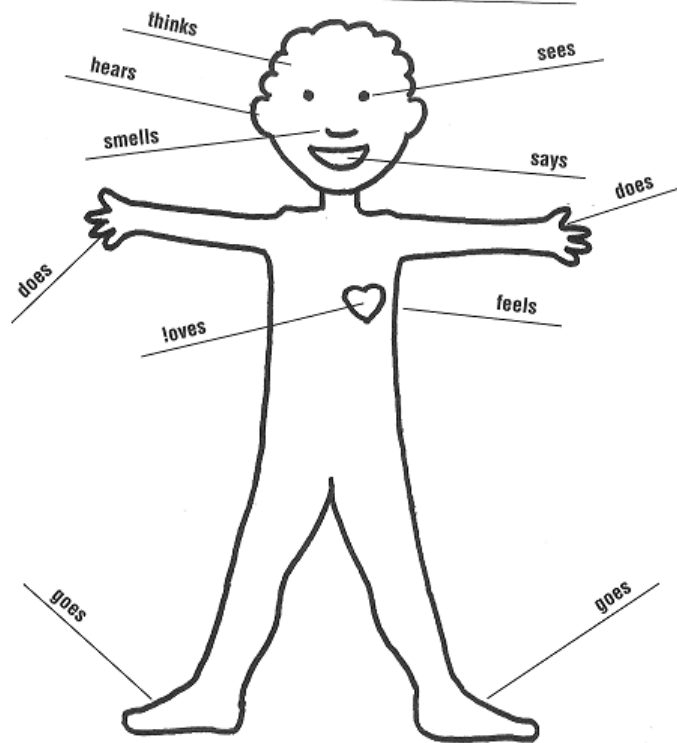
## Venn Diagram



Name \_\_\_\_\_ Date \_\_\_\_\_

## Getting Into Character Map

Character \_\_\_\_\_  
Book Title \_\_\_\_\_  
Author \_\_\_\_\_



### 3) Sequential organizer

The sequential organizer arranges events in chronological order. This organizer is helpful when events have a specified beginning and end. It is also appropriate for the cause-and-effect, process-and-product, and also the problem-solution text. The pattern of this organizer is linear, as in timeline. The example of this organizer is the Plot Diagram and the “what happened” graphic organizer. Here is the template of Plot diagram, according to Bromley, DeVitis & Modlo: (1999: 65)

Name \_\_\_\_\_ Date \_\_\_\_\_

---

# Pictograph

TITLE: \_\_\_\_\_

Categories	Symbols	Percentage

**KEY**  
 Symbol = number of units

Item 1

Item 2

Item 3

#### 4) Hierarchical organizer

This type of organizer begins with a topic or a concept then it includes a number of ranks or level below the topic. The key characteristic of the pattern is that there are distinct levels that proceed from top to bottom or bottom to top. The position in the organizer denotes the level of the label within the organization. The example of this type of organizer is the Main Idea Pyramid organizer. This is the template of the Main Idea Pyramid Organizer according to Bromley, DeVitis & Modlo (1999: 51)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Main Idea Pyramid Organizer


### c. The “what happened” Graphic Organizer

The “what happened” graphic organizer is categorized into the sequential organizer since it arranges events in chronological order. Bromley, DeVitis & Modlo (1999: 108) state that the “what happened” organizer helps students to understand the chronological organization. This graphic organizer provides a plan for comprehending a text. Chronological organization is central to most narratives, much historical writing, recipes, procedures and directions. Here is the example of the “what happened” graphic organizer template:

Name \_\_\_\_\_ Date \_\_\_\_\_

# Writing About What Happened

TITLE: \_\_\_\_\_

1

In the beginning  
On (date)  
First  
To begin with  
The start of  
It started when  
It began on (date)

2

Not long after  
Second  
Next  
Then  
The second thing  
And then

3

Next  
Third...fourth...fifth  
Now  
Then  
As  
And then

4

After  
Finally  
Last  
At the end  
And the last thing  
After everything  
In conclusion

## B. Related Research Studies

There are many researchers who have written about the influence of the graphic organizer in improving students' reading comprehension skill. They all found that the graphic organizer could improve students' achievement on the

reading comprehension skill. The only difference is that each of the research use different variables, methods, and the materials in improving students' achievement in the reading comprehension skill. Miranda (2011) conducted a research to look for the effect of graphic organizers on the reading comprehension of an English language learner with a learning disability. According to the result of this research, the graphic organizers were an effective reading comprehension intervention for the English language learners with language disability and English language learner participants.

Another research conducted by Zaini, Mokhtar & Nawawi, (2010:5-6) concluded that there were several effects of graphic organizer in learning. The use of the graphic organizer could improve students' comprehension. In this research, the graphic organizer acted as a roadmap that guided learners over the new content to be learned. Hence, it also could enhance students' performance. In addition, the graphic organizer also enhanced students' motivation. As the graphic organizer appeared to be effective in learning, it could reinforce and direct students' thinking. Students could transfer the difficult information to right ways by transform the information from short term memory to long term memory easily.

In addition, the research conducted by Manoli & Papadopoulos (2012:7) indicated that graphic organizers have been successfully deployed by students with or without learning disabilities before, during and after reading texts.

### **C. Conceptual Framework**

Reading is one of the receptive skills. The reading skill is a fluent process of combining information from a text and the readers' own background knowledge to build the meaning. The goal of reading skill is comprehension. Furthermore, reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including decoding, word reading, and fluency along with the integration of background knowledge and previous experiences.

In teaching the reading skill, teachers should follow the *KTSP* curriculum and the 2013 curriculum. As proposed by BSNP (2006), one of the scopes of the teaching reading in junior high school is the ability to understand and create several short functional texts, monologues, and essays in the form of procedure text, descriptive text, recount text, narrative text and report text. In the teaching of reading, the teacher can use many strategies. One of them is making connections with graphic and semantic organizers. Graphic organizers seem to be an interactive and interesting way in the teaching of reading comprehension skill since graphic organizers illustrates concepts and relationships between concepts in a text or using diagrams. Moreover, by nature, people tend to learn in pictures; as such, the graphic organizer is a more innate structure for processing information than recording information exclusively in words.

In fact, some students at grade VIIID of SMP N 1 Berbah encounter some problems in comprehending written texts. The main problem was caused by the lack of reading strategies. To develop students' reading comprehension skill,



the English teacher used several media such as pictures and videos. The lack of reading strategies as a teaching technique caused many problems for students and affected the students' reading comprehension skill.

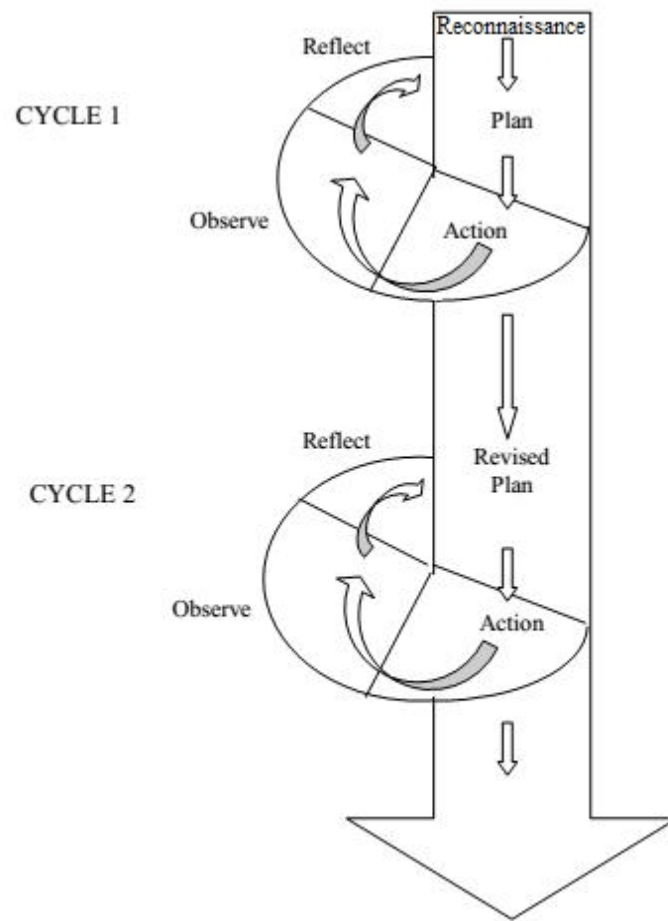
Based on those facts, the students need to be introduced to a reading strategy as a teaching technique in order to improve their reading comprehension skill. In the second semester, students had to comprehend the narrative text. For that reason, the “what happened” graphic organizer was proposed.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The research design employed in this research is the Classroom Action Research (CAR). The action research process involves four steps. They are identifying a classroom problem, developing and implementing an action research plan, collecting and analyzing data, and using and sharing results. Applying the principle of an action research design, this study involved the spirals of planning, action, observing, and reflecting. The researcher took the model of an action research proposed by Kemmis and Taggart (1988:5) in which each cycle consists of four steps, which are planning of action, implementing of action, observing and reflection. Those four main steps were preceded by a reconnaissance (preliminary study). The spirals of action research proposed by Kemmis and Taggart (1988:5) shown in the picture below:



The spirals of the action were started after the problem was found and defined in preliminary study. The second step was constructing a plan of the action based on the findings in the preliminary study. The next step was implementing the action based on the planning and preparation which had been made before. The observation was done during the action. To apply this step, the researcher needed a collaborator to help her. The researcher acted as the practitioner and the collaborator acted as the observers. The collaborator observed how the researcher implemented the action. Based on the observation, the researcher made a reflection on what happened and evaluated the result of the

action. Then, the researcher decided to improve the teaching and learning activities that would be done in the next cycle based on the reflection.

## **B. Research Setting**

This study was conducted at grade VIII D of SMP N 1 Berbah, Kalasan. There were 4 classes in the grade VIII, which are VIII A, VIII B, VIII C and VIII D. The researcher chose the students of the VIII D as the subject of this study because this class had the lowest score in the reading comprehension skill among the other classes (based on the teacher's interview). Therefore, the researcher wanted to improve their reading comprehension skill through the graphic organizer.

## **C. Research Procedures**

The research procedures contain the procedures of taking the data used by the researcher in this study. They were: Preliminary study, planning, acting, observing, and reflecting.

### **1. Preliminary observation (Reconnaissance)**

Preliminary observation was an important step to find and define the real problems in reading mastery. It was done before the researcher started the action research in order to see what problems really existed during the teaching and learning reading. The researcher firstly observed the teaching of the reading skill at grade VIII D to find the real problems faced by the students during the teaching process. Then all of the students should fill a questionnaire and some students were also asked to have an interview with the researcher. After that, the

researcher consulted the result of the interview with the teacher to find more information about the situation at grade VIII D. Here, the English teacher was invited for an interview. After some problems were found, the researcher took one problem as the biggest problem. The problem was about the inappropriate teaching technique and strategies that affected the students' reading comprehension skill. It could be improved by using graphic organizer strategy. After that, the researcher also asked the teacher's permission to solve that problem with the graphic organizer in the teaching of the reading skill.

## 2. Planning

Based on the findings on the preliminary study, the researcher proposed a solution to solve the problem during the teaching of the reading skill by preparing some planning activities during March, 2015. In this step, the researcher made preparation needed to conduct the research. This step covered socializing the research program, providing a suitable strategy, designing a coursegrid, making the lesson plan, preparing the criteria of success.

## 3. Acting

In this step, the researcher implemented the materials, especially the selected reading strategy, which had been planned before. The steps and activities in implementing the action were based on the scenario of teaching. So, this step was the real action to solve the problem through the process of preliminary observation. In implementing the technique, the researcher used Kemmis and Mc Taggart's (1988) procedure of classroom action research.

In the first meeting, the researcher as the teacher focused on introducing and implementing the graphic organizer for the narrative text at the BKOF and MOT stages. The students with the teacher also made a graphic organizer based on the selected text, so that the students could learn on how to make the “what happened” graphic organizer briefly. In this meeting, the researcher also evaluated the result of the students’ work by giving the reading comprehension test to know the progress of the students’ reading comprehension skill. In the second meeting, the researcher implemented the graphic organizer at the JCOT stage, in which the students were divided into several small groups. Then, each group was asked to make a graphic organizer based on the text. In this second meeting, the assessment was done by doing the reading comprehension test. In the last meeting, every student made their own graphic organizer based on the selected text. In this meeting, the researcher took the assessment as the post-test.

#### 4. Observing

In this stage, the researcher together with the collaborator observed the activities in the classroom during and after the teaching and learning process by making notes of students’ progress on reading comprehension.

#### 5. Reflecting

After carrying out the teaching and learning activity using the graphic organizer, the researcher recited the occurrences in the classroom as the effect of the action. The researcher and the collaborator evaluated the process and the result of the implementation of graphic organizers in teaching the reading

comprehension skill. The evaluation gave advantages in deciding what the researcher and the collaborator had to do in next cycle.

#### 6. Revising the plan

The revision was carried out according to the weaknesses found in the previous cycle. By revising the plan, hopefully the rest of the problems could be handled in the following cycle.

### **D. Data Collection Technique**

In collecting the data, the researcher involved two kinds of data: quantitative data and qualitative data. The quantitative data were gained from tests: pre-test and post-test. They were conducted in order to know the improvement after employing the graphic organizer. The qualitative data were obtained from observations, interviews and questionnaire.

#### 1. Observations

Observations were done to collect any information related to the problematical issues in the classroom at the reconnaissance stage, and to gather any data on the students' responses, interactions, motivations and behaviors during the implementation of actions.

#### 2. Interviews

Interviews were carried out to get information from the students, the collaborators, and the English teacher. The information covered their opinion about the teaching of the reading skill, and also the problem they faced. It also covered their personal perceptions, experiences, opinions, and ideas related to this classroom action research.

### 3. Questionnaire

The questionnaire was carried out to get information from the students about the information that covers their data about their opinion on the teaching of the reading skill.

### **E. Data analysis technique**

The techniques that were used to analyze the data were:

#### 1. Quantitative Data

In analyzing quantitative data, the researcher used descriptive statistics analysis. It was used to find means and total scores. The results of pre-test and post-test were analyzed by finding the means and the total scores to know whether there was improvement or not in the students' reading comprehension skill.

#### 2. Qualitative Data

The qualitative data were collected from observations, interviews and questionnaire. They were in the forms of field notes, interview transcripts, and questionnaire analysis. Then, all the data were interpreted and analyzed. After that, the outcomes of the data were reported from the beginning to the end.

### **F. Validity and Reliability of the Data**

There were five validity criteria that ensure data validity of this action research. The five validity criteria were democratic validity, outcome validity, process validity, catalytic validity and dialogic validity (Burns in Madya 2006: 37-45).



### 1. Outcome validity

Burns, in Madya (2006: 40) states that outcome validity is related to the outcome achieved in the research. The achievement of the outcome involves not only problem solving but also appearing new questions related to the research. The researcher compared the result of the students' behavior before research with the students' behavior of after research. When the result of students' behavior after research was better than that of before the research, the research was successful.

### 2. Democratic validity

Democratic validity is related to the stakeholders' chances to give the opinion, idea, and comment about the implication of the action research (Burns in Madya, 2006: 38). Interviewing the English teacher, the collaborators and the students who took the roles as the stakeholders at grade VIII D of SMP N 1 Berbah was the technique used in order to get the democratic validity. The stakeholders were given chances to share their opinion towards the implication of the research.

### 3. Process validity

Burns in Madya (2006: 40) suggests that process validity means that actions that are done in the research are believable. To get the process validity, as the teaching and learning was in progress, the researcher and the collaborator noted what happened during the classroom activities.

#### 4. Dialogic Validity

The researcher along with the collaborator discussed and assessed the results of pre-test and post-test. That was done in order to avoid invalid data because when there was only one person assessing the result of the observation list, there must be subjectivity.

#### 5. Catalytic Validity

This criterion related to the extent to which the research allows participants to deepen their understanding of social realities of the context and how they can make changes within it. To fulfill this validity, the researcher encouraged all research participants to express their opinions about the changes that had been experienced.

Moreover, to enhance the trustworthiness of the data and the subjectivity in analyzing them, the researcher used the triangulation. The triangulation was actually a way of arguing that if different methods of investigation produce the same result then the data was likely to be valid. These were the triangulations used by the researcher:

##### 1. Time triangulation

Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process.

##### 2. Space triangulation

In this form, the data were collected across different subgroups of people to avoid the limitation of studies conducted within one group.

### 3. Investigator triangulation

Investigator triangulation involved more than one observer in the same research setting to avoid observer bias and provide checks on the reliability of the observations. In this case, collaborators and the researcher collected the same data about teaching and learning processes related to the way they presented the materials, the students' attitude in the class, the class atmosphere, etc. The results were recorded into field notes.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Reconnaissance

This research was started with an observation during the teaching and learning process of reading. This observation was conducted on January 19, 2015. The situation of this observation was reflected on the vignette. This was the vignette of the classroom observation:

Day : Monday  
Date : January 19, 2015  
Activity: Classroom Observation  
Place : VIII D class, Science Lab, and VIII C class.  
Respondent :The English teacher  
The researcher  
The VIII D Class students

As promised, the classroom observation would be conducted on Monday, January 19, 2015. The researcher came in the teachers' office at 7:45 a.m., although the class would be started at 8:00 a.m. In the teachers' office, the English teacher still prepared her teaching materials. For today's activities, she would use the PowerPoint slideshow. She reviewed her teaching materials and her PowerPoint slideshow.

The bell rang. The English teacher invited the researcher to come in to VIID class. When they arrived at the VIID class, the students were still busy with their assignment on the previous subject. The English teacher asked the students to stop their activities on that assignment and asked them to prepare their English workbook and their stationery as they would move to science lab. They needed to move to the science lab since there was no projector in the VIII D class.

After all students arrived at the science lab, they sat down on the chairs. The students were asked to make a group of four. After they sat down with their group members, they were asked to prepare their English workbook. Several students were asked to switch on the projector. Waiting for the projector, the English teacher switched on her laptop and prepared her teaching materials. Then a student was asked to open the class with the prayer. After they finished their prayer, all of them stood up and said, "Good morning, Ma'am." Then the English teacher answered, "I'm fine. And you?" The students answered, "I'm fine too,

thank you.” Then they sat down.

After the class was opened, the English teacher asked them about the date. Then she started introducing the new material, which was about the narrative text. The students were asked, “What have you got about the narrative text?” All of them kept silent. Then they were asked again, “What text have you learned in the class?” Some of them said, “Procedure, descriptive and recount text, Ma’am.”

The English teacher then gave them a review on the procedure text, the descriptive text, and the recount text. Since there was an error on the projector, the students were asked to move in VIII C class at 8:35 a.m. In VIIC class, they should still sit in their group. The English teacher then asked one student to switch on the projector. She switched on her laptop and connected her laptop with the projector. The teaching material was presented through the projector. There were some narrative texts on the PowerPoint slideshow.

The students were asked to look at it carefully. The students were explained about the narrative texts. They were explained about the aim of the narrative text, the generic structure of the narrative text and also the language feature of the narrative text. In explaining the aim of the narrative text, the teacher often gave several questions to the students, for example, “*Di bahasa Indonesia, apa yang dimaksud dengan teks naratif?*” Only two students who could answer it. They said, “*Cerita fiktif, Ma’am.*” The other students did not pay attention to the teaching and learning activities. They were busy with their books, their homework on the other subjects and with their friends. The teacher continued, “*Yang lain gak ada yang tau? Aduh masak udah lupa sih? Kan baru kelas satu kemarin kalian belajar teks ini? Gimana sih?*” Then several students answer, “*Gak ingat, Ma’am.*”

There was a narrative text entitled “The Smartest Animal”. There were several words colored in red and yellow. Before the teacher gave further explanation, the teacher asked the students, “*Anak-anak, look at the text. Ada yang tau gak, kata-kata yang berwarna merah itu jenis tensesnya apa?*” The students were kept silent. Then the teacher said, “*Itu lho, kata-kata yang dipakai untuk menunjukkan masa yang udah terjadi? Masak gak ingat?*” Several students answered, “*Nggak, Ma’am. Sudah lupa.*” The students were explained that words in red were in the form of simple past tense and the words in yellow were in the form of adjective. Before went to the next explanation, the teacher asked them, “*Adakah yang tau generic structure dari teks naratif ini?*” Most of them answered, “*Belum tau, Bu.*” Then they were explained about the main idea of that text as well as the generic structure of that text.

When the students were asked to retell the main point of each paragraph, they looked to be confused. At that time, the teacher had given some clues to comprehend the meaning of each paragraph. After they were explained the main idea of each paragraph and the main idea of the whole text, they were asked to review the generic structure of the narrative text and find the moral value of that text. Most of them knew the moral value of the text.

The teacher then summarized the lesson. She explained about the aim of the narrative text, the generic structure of it, and the language features of the narrative text. Suddenly, the bell rang. Before closing the class, the English

teacher reviewed the lesson on that day. She then closed the class by saying, “*Wassalamualaikum warahmatullahi wabarakatuh.*” She let the students go back to their class. She switched off her laptop and the projector. Then she invited the researcher to come to the teachers’ office.

FN 01. Classroom Observation Field Note

The English teacher and some of VIII D students were interviewed. Furthermore, all VIII D class students had to answer a questionnaire. Based on the classroom observation, interviews and the questionnaire, it could be concluded that the students had some difficulties in comprehending the written text. Some students were not too interesting in the teaching and learning process since they did not have any specific reading strategies that help them in comprehending written texts quickly. They only used their dictionary (both offline and online) in comprehending the text. When the English teacher asked some questions about the text, most of the students only kept silent. There were only some students who could answer the questions or could understand the main idea of the text.

On the other hand, the presence of reading strategies as a teaching technique in order to comprehend the text quickly was lacked. The teacher had used several interesting media such as pictures and videos; but those were not enough to make the students comprehend texts quickly. As a result, they did not want to answer questions from the teacher although the English teacher had asked them many times. Instead of reading the text and trying to look for the answer of those questions, they joked and chatted with other friends. Some students were sleepy during the teaching and learning process.

After the observation was conducted and some problems were noted, some were asked to have an interview. From the observation and interviews with students, there were some problems found. Those problems could be seen in the following table:

**Table 1: Problems related to the teaching and learning processes at grade VIII D of SMP N 1 Berbah**

Numb.	Problems	Code
1.	The students could not comprehend the text quickly.	S
2.	Most of the students had a difficulty in finding the generic structure of a text.	S
3.	The students lacked vocabulary mastery.	S
4.	There was not enough interaction between the students and the teacher, and among the students.	S
5.	The teaching preparation by the English teacher was not very well.	TT
6.	There are some mistakes in the teaching materials from the English teacher.	LM
7.	The students could not find the relationship among paragraphs.	S

S: Students, TT: Teaching Technique, LM: Learning Material

After the problems above were formulated, they were discussed with the English teacher and the collaborators. There were only several main problems that would be solved. As stated in Chapter I, the researcher focused the research on the teaching technique as an effort to improve the students' reading comprehension.

**Table 2: Problems related to the teaching of reading skill at grade VIII D of SMP N 1 Berbah**

Numb.	Problems	Main Causes
1.	The students could not comprehend the text quickly.	1. Lack of reading strategies as a teaching technique.
2.	Most of the students had a difficulty in finding the generic structure of a text.	
3.	The students could not find the main idea of each paragraph and could not find the relationship among paragraphs.	

#### **a. Determining the actions to solve problems**

By having lists of problems, the researcher, the English teacher and collaborators had a further discussion on possible actions that could be applied in the teaching and learning process of reading, aiming to improve the students' reading comprehension skill. After the problems were formulated, the researcher asked the teacher's permission to solve those problems. The graphic organizer proposed as a solution to solve those problems. The three parties agreed to use the graphic organizer as an action to solve the problem.

The graphic organizer would be used to improve the students' reading comprehension skill in determining the characters, finding the generic structure of narrative text correctly and comprehending the narrative text. The graphic organizer was chosen as the graphic organizer is an interactive and attractive reading strategy in the teaching technique to comprehend the text or reading materials.

**Table 3: The actions applied in the study**

<b>Numb.</b>	<b>Action</b>
1.	Using the "what happened" graphic organizer to teach narrative texts

#### **b. The Relationship between the Main Causes of the Field Problem and the Action.**

After planning the actions, the field problems were linked to the planned actions. This following table shows which problems were related to the actions that had been designed:



**Table 4: The relationship between the field problems and the planned actions**

<b>Main Causes</b>	<b>Actions</b>
Lack of reading strategies as a teaching technique.	Using the “what happened” graphic organizer to teach the narrative text.

### **1. Pretest**

Before implementing the actions, a pretest was conducted. The pretest was aimed to know the competency of students in the reading comprehension skill and to know the students’ score in the reading comprehension test before the research was conducted. This pretest was conducted on Monday, April 27, 2015. There were 20 reading comprehension questions in the form multiple choices. In this reading comprehension test, there were four narrative texts. The pretest was started from 10:50 a.m. to 11:45 a.m.

At that day, all of the VIII D students were present. During this pretest, all of the students did it seriously at first. After several minutes, they looked so nervous, since some of them did not bring their dictionary. Then the researcher arranged the class. She asked the students who brought the dictionary to lend their dictionary to the students who did not bring the dictionary.

Most of them did the pretest inconveniently. They often looked outside the class and whispered to their friends. Some of them also sat uncomfortably as they often looked at the clock. When they were asked to work as fast as possible, they made a noise about that. At the end of the time (11:45 a.m.), they had not finished their pretest. They asked 15 minutes more for finishing their pretest. Then the meeting at that day was ended at 11:45 a.m. Before the class was ended, the

students were asked to give comments on the pretest. Most of them said that the pretest was too difficult for them.

*Salah satu dari mereka berkata, "Susah, Miss. Soalnya banyak banget, trus bacaannya susah-susah. Gak tau arti-arti dari beberapa kata. Trus gak paham juga teksnya nyeritain apa."*

One of them said, "It's difficult, Miss. There were so many questions. And the texts were so hard to understand. I did not know the meaning of some words. I even did not know the main idea of those texts.

FN 02. Pretest.

They also said that they did not know how to answer the questions quickly and they did not know any strategy to comprehend the text quickly. They claimed that they took a long time only to comprehend the text, whereas they should answer twenty reading comprehension questions.

After giving the pretest, the students were informed about several plans for the research and they were explained about the aim of the research. When they were explained about the plans, they looked so interesting. The researcher also explained that all students must bring the dictionary during the research.

## **B. Report of Cycle 1**

### **1. Planning**

In this step, several actions that would be implemented to improve the students' reading comprehension skill were planned, as this research was aimed to improve students' reading comprehension skill. As this research focused on improving the students' reading comprehension skill, the graphic organizer was applied. Furthermore, the text-based approach was used as the teaching technique since the text-based approach is one of the current language teaching approaches.

In this planning step, research programs were socialized. The research program that would be implemented was the “what happened” graphic organizer as a technique to improve the students’ reading comprehension skill. The three stakeholders/research team (the English teacher, the researcher and the collaborators) agreed on the implementation of the “what happened” graphic organizer to improve the students’ reading comprehension skill. In implementing the “what happened” graphic organizer, these actions were planned:

**a. Building the context**

In this phase, several actions were planned. They were:

- 1) A picture series was presented as a media to be used in the warm up activities.
- 2) The students were asked to recognize grammatical word classes (nouns, verbs, etc.), systems (tense) patterns.

**b. Modeling and deconstructing the text**

In this stage, the researcher planned several actions to be implemented in the class. They were:

- 1) The students were given a chance to explore the language features of a narrative text (the grammatical word classes and the systems/tense).
- 2) A “what happened” graphic organizer was used in exploring the structure of the narrative text. The students used this graphic organizer in comprehending the whole text.

### **c. Joint construction of the text**

In this joint construction of the text, the researcher planned several interesting actions. They were:

- 1) The students, in a small group, were given a chance to explore the generic structure of a narrative text with the assistance of a “what happened” graphic organizer. They were asked to look for the meaning of difficult words first.
- 2) The students were given a chance to explore the grammatical features of a narrative text.

### **d. Independent construction of the text**

In this independent construction of the text, the researcher planned to do these actions:

- 1) Each student was given a chance to explore the generic structure and the grammatical features of a narrative text with the assistance of a “what happened” graphic organizer. Firstly, they were asked to look for the meaning of difficult words using their dictionary, then they were asked to look for the generic structure, the main idea of each paragraph, the main idea of the whole text, and the grammatical features of the text.

Those planned actions were written in the coursegrid. The planned coursegrid then was consulted to the English teacher and collaborators. After the English teacher and collaborators agreed on the coursegrid, the lesson plan and teaching materials were made.

Here is the coursegrid rough draft (the full version of the coursegrid was attached in the appendix):

Cycle	Materials		Teaching and learning activities	Assessment		Time Allocation	Media	Sources
	Grammar	Vocabulary		Technique	Instrument			

## 2. Actions and observation

During this actions step, two collaborators were asked to help the researcher to take the data and observe the teaching activities and process. When the researcher acted as the English teacher, these two collaborators were the observers. They observed the teaching activities and the teaching process, taking recordings on it and took some notes. At the end of each meeting, the researcher with collaborators discussed the reflection about the meeting. The details of each meeting would be presented below:

### a. Meeting 1 (BKOF and MOT)

The first meeting was conducted on Wednesday, April 29, 2015. The class was started at 10:10 a.m. and closed at 11:30 a.m. First of all, the researcher opened the class and checked the students' attendance. All students were present on that day. Then two students were asked to pass the printed teaching material. In that teaching material, a picture series as well as a narrative text entitled "The Milkmaid" was shown. The picture series would be used as a media in the warm-up activity. Here was that picture series:



### The Milkmaid

Once upon a time, a **milkmaid** was on her way to the market to sell some milk from her cow. When she *carried* the large **jug** of milk on top of her head, she *began* to dream of all the things she *could* do after selling the milk. "With that money, I'll buy a hundred **chicks** to rear in my **backyard**. When they are fully grown, I can sell them at a good price at the market."

When she *walked on*, she continued dreaming, "Then I'll buy two young goats and rear them on the grass close by. When they are fully grown, I can sell them at an even better price!" Still dreaming, she *said* to herself, "Soon, I'll be able to buy another **cow**, and I will have more milk to sell. Then I shall have even more money..."

With these happy **thoughts**, she *began* to **skip** and **jump**. Suddenly she *tripped* and *fell*. The jug *broke* and all the milk *spilt* onto the ground. No more dreaming now, she sat down and cried.

*Adapted from: 100 moral stories (2005)*

When the picture series and the narrative text were being distributed, a laptop and a projector were switched on to show the picture series via the projector. After all students had the picture series and a narrative text on their hand, they were asked to look at it carefully and guessed the main idea of the story based on that picture series. They firstly were asked to guess the main idea of the

first picture. Several students tried to guess in both Indonesian and English. The class suddenly became so noisy since they were so enthusiastic in guessing the idea of the first picture.

At that time, most of them were so enthusiastic about the picture series. There were only several students who did not pay attention to the researcher and the teaching activity. After the students knew that the picture number one explained about a milkmaid who was in her way to the market, they were asked about the main idea of the next picture.

For the second picture, most of the students agreed that the picture number two explained about a milkmaid who had a dream. Her dream was having many chicks. Then they also agreed that the picture number three explained about another milkmaid dream, which was selling her chicks. For the picture number four, most of them said that the picture explained about the other milkmaid's dream, which was having two goats. And they also said that the picture number five explained about the other milkmaid's dream, which was having many cows. Then they finally knew that the picture number six explained about the milkmaid's wish, which was having some more milk. For the last picture, most of them said that the milkmaid fell and then the milk was spilt.

After the main idea of the picture series was found, they were asked to look for the main idea of the whole text. Then the researcher continued the teaching activities by asking the students to look at page 2. There was a narrative text entitled "The Milkmaid". On that text, some marks could be found: bold words, bold and italic words, italic words and underlined sentences.

### The Milkmaid

Once upon a time, a **milkmaid** *was* on her way to the market to sell some milk from her cow. When she *carried* the large **jug** of milk on top of her head, she *began* to dream of all the things she *could* do after selling the milk. “With that money, I’ll buy a hundred **chicks** to rear in my **backyard**. When they are fully grown, I can sell them at a good price at the market.”

When she *walked on*, she continued dreaming, “Then I’ll buy two young goats and rear them on the grass close by. When they are fully grown, I can sell them at an even better price!” Still dreaming, she *said* to herself, “Soon, I’ll be able to buy another **cow**, and I will have more milk to sell. Then I shall have even more money...”

With these happy **thoughts**, she *began* to **skip** and **jump**. Suddenly she *tripped* and *fell*. The jug *broke* and all the milk *spilt* onto the ground. No more dreaming now, she sat down and cried.

*Adapted from: 100 moral stories (2005)*

Firstly, they were asked to guess the kind of the text. After that, they were asked to look at and find the meaning of the words in bold style. Then they were asked to look at the italic and bold-italic words. Words in those styles were in the form of simple past tense. They also were explained about the meaning of the narrative text and explained the language features and generic structure of it.

After that, the students were stimulated to read and comprehend the text. Three students, who were previously not enthusiastic, were asked to read the text. Then a big “what happened” graphic organizer was presented on the whiteboard (the researcher drew it).

Then she led them to fill that graphic organizer. She explained how to fill it and led the students to fill the graphic organizer on the whiteboard. Most of students were very enthusiastic in the explanation on how to fill this graphic organizer. They looked at the whiteboard carefully and listened to the researcher’s explanation. Then some students were asked to come in front of the class and to fill the graphic organizer on the whiteboard. They could do the instruction well.



The “what happened” graphic organizer had been finished and then the researcher explained the aim of that graphic organizer. Then the researcher explained the sequence of making that “what happened” graphic organizer: Find the orientation or “who, when, where, what”, then find the complication, find the resolution and summarize (find the moral value)

After the graphic organizer had been finished, they were asked to answer five reading comprehension questions. Then those questions were discussed together. Before the researcher closed the class, she reviewed the lesson by summarizing the point of the lesson and asked students to make a group of five (there would be six groups). And the researcher also asked every student to bring coloring pens in any colors and asked each group to prepare a piece of paper.

#### **b. Meeting 2 (JCOT)**

The second meeting was conducted on Saturday, May 11, 2015 (40 minutes). After the researcher opened the class and checked the students’ attendance, she divided the class into six groups. The students then were asked to gather with their group. Then one of the students was asked to pass the printed material. In that printed material, there was a narrative text entitled “The Boy who Cried Wolf” and there were five reading comprehension questions about that text.

After all students gathered with their group, the researcher asked them to look at the text carefully and find the generic structure of that text and write down the generic structure in a piece of paper. They also were asked to write down the grammatical feature of the text (divided the simple past tense and simple past continuous tense) in a piece of paper. After that, they were asked to draw a

“what happened” graphic organizer with their coloring pens. They were so enthusiastic about the assignment. Then they started to draw their graphic organizer. In their group, most of them were very active. There were only three students who did not pay attention to their assignment. They were not enthusiastic although the researcher had given some interesting ways to them to create their own graphic organizer, for example, the researcher let them draw whatever they wanted to draw in their paper (the drawing should be related with the text).

Before the time was up, the researcher asked them to review their “what happened” graphic organizer.

*Salah satu dari mereka berkata, “Mudah, Miss. Seneng bisa nggambar-nggambar gitu. Mewarnai juga pake bolpoin warna. ‘Kan selama ini gak boleh pakai bolpoin warna kecuali pas pelajaran menggambar.”. Dan satu siswa lagi berkata, “Iya, Miss. Mudah buatnya. Cuma agak bingung nentuin orientation dan lain-lainnya itu, Miss.” Kemudian ada lagi yang berkata, “Susah, Miss. Gak mudeng sama isi ceritanya.”.*

One of the students said, “It’s easy, Miss. I’m happy since I could draw anything. I also could color my work with the coloring pens since the English teacher did not allow us to use the coloring pens. Another student said, “Yes, Miss. The graphic organizer was easy to make. But at first, I got confused on how to determine the orientation, the complication and the resolution. Then one other student said, “It’s still difficult for me to understand, Miss. I did not know the main idea of the text.

FN 04. Cycle I, Meeting 2.

Then the researcher asked them to bring the text and the graphic organizer home since their assignment had not been finished yet. She also asked them to bring the text and to collect the graphic organizer in the next meeting. The researcher also summarized the lesson and asked the students’ suggestions. The researcher told them again to bring their text for the next meeting and then she closed the class.

### c. Meeting 3 (JCOT)

Since the Joint construction of the text stage had not been finished yet, in the third meeting that was held on May 18, 2015, the researcher continued the JCOT stage. The same as the previous meeting, she opened the class and check the students' attendance. Then she asked the students to open their text (the narrative text entitled 'The Boy who Cried Wolf').

After that, the VIII D students were asked to collect the graphic organizer that had been finished. Then, after all groups collected their graphic organizer, they were asked to answer five reading comprehension questions about the text. The students worked well. They used their dictionary, too. Some of them used the electronic dictionary and also the online dictionary since the English teacher let them use the online dictionary with their laptops or their cellphones.

Before the time was up, all groups were asked to collect the paper and the answer. Two groups of students had not finished the assignment yet. Then they were given five minutes more for them. After five minutes, all students had finished their assignment and collected it to the researcher. Then before the class closed, the lesson was summed up and a question and answer session was held.

*Salah satu siswa berkata, "Ngerjain soalnya jadi mudah, Miss. Kita 'kan udah tahu sejak kita ngerjain yang nggambar-nggambar itu, Miss."*

One of the students said, "We could easily do the task, Miss. We had known the main idea of the text since we drew the graphic organizer, Miss.

FN 05. Cycle I, Meeting 3

The students then were asked to bring coloring pens and a piece of paper for the next meeting. They were also explained that the next meeting would be a great time since they would make another "what happened" graphic organizer

individually. Most of them yelled happily when some of them complained about the next assignment.

#### **d. Meeting 4 (ICOT)**

The fourth meeting was held on Friday, May 22, 2015. For this fourth meeting, an individual assignment had been arranged for every student. First of all, the students' equipment that would be used for doing the assignment was checked. All students brought a dictionary, a piece of paper and at least one coloring pen. When the researcher checked their equipment, they looked so nervous. They asked many things about the assignment that would be done.

All students had brought their own equipment. Then the researcher gave each of them several pieces of paper consisted of four narrative texts and twenty reading comprehension questions. When they received those papers, most of them complained. And the other students tried to look at and read the texts and the questions.

After all students received the papers, they were asked to look at it carefully. After each of them chose one text, they were asked to make the "what happened" graphic organizer based on the four text they had chosen. Then they had to collect it. To make it colorful and interesting, they should use at least one coloring pen to make the graphic organizer.

When they heard that they should use the coloring pen, they look glad and enthusiastic. The researcher explained that they could design their graphic organizer freely, as long as the design was appropriate with the main idea of the story. She explained that they had to answer the questions number one up to

twenty on a piece of paper, right after they finished their “what happened” graphic organizer. She also explained that they had 70 minutes to finish those assignments (made a “what happened” graphic organizer and answer the questions). They also asked to collect the graphic organizer and the answer.

To make it clear, the researcher explained the assignment and how to do it once more. After that, all students seemed busy. Most of the students were writing the graphic organizer, while the others were busy with the design of their graphic organizer. There were only two students who looked not too enthusiastic. Although they looked not too enthusiastic, they still did the assignment. They did the assignment individually. The researcher and the collaborator became supervisors. They supervised the test (the posttest).

In doing this assignment, they tried to be serious. The class was so quiet at that day. All of them did the assignment enthusiastically. When they found any difficulty, they asked it to the researcher and the collaborator. They looked so active. When they found any difficult word, first thing they did was trying to look for the meaning using their dictionary. If they did not find the meaning of any word, they would ask about it to the researcher. Then the researcher only gave several clues.

*Sebagai contoh, ada seorang siswa yang bertanya, “Miss, teks kedua itu ada kata-kata local ruler, artinya apa? Di kamus gak ada.” Peneliti hanya memberikan petunjuk ini, “Local ruler is a person who has a power to command an area. Dalam teks itu, in paragraph one, ada sebuah gelar juga untuk menyebut si local ruler ini. Ada yang tau apa artinya local ruler di teks dua? Beberapa siswa serempak berteriak “Raja, Miss.”*

For example, there was a student who asked, “Miss, in the second text, there was “local ruler”. What’s the meaning of local ruler? I could not find the meaning of it in the dictionary. The researcher only gave these clues, “Local ruler is a person

who has a power to command an area. In paragraph one, there is a title which refers to the “local ruler”. Do you know the meaning of ‘local ruler’, then?” Some students yelled together, “King, Miss.”

FN 06. Cycle 1, Meeting 4.

After sixty minutes, they were informed that they had ten minutes more to finish the assignment. They directly complained. Then they tried to finish their assignment as soon as possible. When the time was up, all of them had finished their assignment and they collect it to the researcher. After all students had collected the assignment, they were asked to give any comment, complain, or suggestion about the assignment. They kept silent. After three students gave their comments, they were explained that they would have another interesting activity next week.

*Kemudian salah satu siswa berkata “Soal-soalnya ternyata sebenarnya mudah, Miss. Cuman tadi lama pas mbikin gambarnya itu.” Satu siswa lagi berkata, “Iya, Miss. Jadi tu lama di ngerjain gambarnya. Pas ngerjain soalnya malah jadi mudah, soalnya kan sudah dibikin di gambarnya itu. Kita dah tau tokoh-tokohnya, jalan ceritanya juga kita dah tau. Tinggal jawab soal doang.” Kemudian ada satu siswa lagi yang menambahkan “Bener, Miss. Pas ngerjain soalnya memang jadi mudah. Soalnya kita sudah tau intinya pas kita bikin gambar itu. Tapi bikin gambarnya bikin ngerjain tes jadi lama, Miss. Trus gak asik, cuman nggambar-nggambar doang.”*

One student said, “The questions were actually easy to answer, Miss. But the making of the “what happened” graphic organizer took a long time.” Another student said, “Yes, Miss. It’s true. We took a long time to make the graphic organizer. In my opinion, the questions were easy to answer since we had known the main idea of each text based on the graphic organizer.” Then one student added, “That’s right, Miss. We could answer the questions easily since we had known the main idea of each text when we made the graphic organizer. But, yes, we took a long time to make those graphic organizers. Then, in my opinion, the activity was not too interesting. We were only drawing.”

FN 06. Cycle 1, Meeting 4

They were also informed that they had to work in group for the next meeting. The students asked to work with their previous group members. The

researcher agreed on it. Then they were explained that each group had to prepare an unused paper (an unused calendar paper, an unused carton, etc.), a white paper, coloring pens or coloring markers, glue and scissors. When they were explained that they had to bring those things, they seemed to be happy. Additionally, they were also explained that every student had to bring a dictionary. After the assignment for the next meeting was explained, the class was closed by the researcher.

### **3. Reflection**

Based on the observation and students' interview, there was no any obstacle in implementing the graphic organizer on the first cycle. The picture series was aimed to support the warming-up activities. The students could understand the detail of each paragraph with the help of the picture series. After they knew the concept of a narrative text (the generic structure, grammatical pattern, social function, etc), the students were lead to comprehend the text with the help of "what happened" graphic organizer. First of all, they seemed to be confused about how to make the "what happened" graphic organizer and how to use it in comprehending texts. They still could not comprehend the text quickly at first. But with the help of a picture series and the dictionary, they could comprehend the text easily. They looked so happy when the researcher gave them a new strategy that could help them in comprehending a text, because based on students' interview; they usually studied English with the printed materials, the textbook and the student workbook.

They still guided by the researcher in making the graphic organizer. They made it together with the researcher soon after they were explained about advantages of the “what happened” graphic organizer and how to make it. After they made it together with the researcher, they then understood how to make it. They even seemed to be interested with the “what happened” graphic organizer although several of them still got confused.

In the next meeting, they could make a graphic organizer in group. To support their activities, they were allowed to use their coloring pen to decorate their graphic organizer. They also could make their graphic organizer individually during the posttest. In this group activity, they could understand how to make and how to use the graphic organizer. But, based on the collaborators’ interview, there were several problems in the cycle 1. They were: (a) A lack of classroom management. There were many students who still did not pay attention to the researcher and to the teaching and learning activities. (b) The activities were not enough to encourage the students to comprehend texts. Therefore, the students’ involvement was still low. Although the students understood how to make the graphic organizer, they seemed to be confused on how to use the graphic organizer as a reading strategy.

To make it better, the researcher and the collaborator agreed to make the activities in the next cycle 2 more creative. In the second cycle, they also agreed to tell the students more about the use or advantages of the graphic organizer. They planned to use the unused papers and also coloring pens and colored paper as the materials for making the graphic organizer.



## **C. Report of Cycle 2**

### **1. Planning**

Considering the reflection of Cycle 1, there were some points of the actions that were still weak and needed to be maintained. Those weaknesses were:

- a. A lack of classroom management. The researcher could not manage all students well. There were still several students who did not pay attention to the researcher and to the teaching and learning process.
- b. The activities in the cycle 1 were not enough to encourage the students in comprehending texts although they could make the graphic organizer. They could make it but they did not know the use or advantages of it. Therefore, the students' reading comprehension skill was still low. It could be seen from the students' answer on the posttest 1.

Based on the students' interview, they still had several difficulties in comprehending texts. Those difficulties were:

- a. They could not comprehend the text quickly. Some of the students still did not know the main point of each paragraph and could not answer the questions.
- b. They often got confused when they met some difficult or new words.
- c. They found the classroom activities were still boring. They wanted more interesting activities. And they wanted to know the benefits or advantages of the graphic organizer.

However, there was also strength that could be found in the first cycle. In the first cycle, the students were introduced to the "what happened" graphic organizer, which could help them in comprehending a text better. Firstly they still

did not have any idea on how to use and how to make the “what happened” graphic organizer. But as the researcher gave them an example of it and an example on how to make it, they finally could make it individually at the posttest. As they could make their own graphic organizers, they could easily found the main point of each paragraph along with the help of the “what happened” graphic organizer. They could easily found the main point of each paragraph after they made the “what happened” graphic organizer.

In managing the classroom in the second cycle, the research team agreed that the researcher should give the students several interesting activities that would catch their attention. The researcher should use different ways to teach the students in the second cycle since the students needed more challenging activities. Based on the discussion with the collaborators and the English teacher, several additional actions would be implemented in this second cycle as an effort to make the students enjoy the learning process and activities. For this second cycle, the research team agreed to use several unused things such as the unused paper and the unused newspaper in making the “what happened” graphic organizer. The use of unused things not only taught them to be creative, but it also taught them to recycle the unused things. They also allowed using the highlighter, coloring pens, coloring pencils, and even colored papers, to design and beautify their graphic organizer. The use of several unused things, coloring pens, coloring pencils, and colored paper was an effort to make the students more motivated in making the graphic organizer and in comprehending the text.

The research team also planned to improve the students' involvement in the class in this second cycle. The researcher would let the students give their opinion openly in each activity. In the group activity, the researcher would let the students present their graphic organizer. This activity would make them share their knowledge and share their experience in making the "what happened" graphic organizer. After the research team planned the actions that would be done in this second cycle, the researcher made the coursegrid and the lesson plan. The format of the coursegrid was still the same as the previous coursegrid. The difference was only on the teaching activities.

## **2. Actions and observation**

### **a. Meeting 1**

Meeting 1 was held on Saturday, May 23, 2015. First of all, the students' attendance and students' equipment were checked. All groups had brought their own equipment and tool. They were a piece of unused paper or a piece of unused newspaper, a piece of a white paper, glue, scissors and coloring pens or highlighter or coloring markers.

After all groups got ready to do the assignment, each group then was given a piece of paper. There was a narrative text entitled "The Ant and the Grasshopper". Below the text, there were five reading comprehension questions. When they received that paper, most of students were complaining. They said that the text was too difficult for them. They were also asked about the assignment that would be done next.

Then they were given instructions on how to do the group assignment. They firstly asked to make a “what happened” graphic organizer based on the text in a piece of white paper. After that, they should cut it and then stick on a piece of unused paper or a piece of unused newspaper. To help the students, a PowerPoint slideshow was presented. In that PowerPoint slideshow, there was a picture series of the narrative text entitled “the Ant and the Grasshopper”.

After they understood the steps of making the “what happened” graphic organizer, they started to make it seriously. Some of them seemed to be busy with their papers and coloring pens. All of them did the assignment. The researcher along with the collaborator observed their activities. If the students had any difficulty, the researcher and the collaborator would help them. For example, when there was a student who still did not understand on how to do the assignment, the collaborator helped the researcher in telling the steps of the assignment.

Thirty minutes passed, and they had not finished their assignment yet. They still got busy with their graphic organizer. Some of them had been cutting their graphic organizer and had been designing their graphic organizer. They were very creative. Although the researcher did not ask them to bring some colored papers, some of them brought it to the class to design their graphic organizer.

After sixty minutes, all of them had finished their graphic organizer. Then they were asked to do the next assignment. They had to answer five reading comprehension questions below the text. They had to finish it just in fifteen minutes. They firstly complained, but then they did it seriously.

Fifteen minutes passed, and all groups had finished their work. They were then asked to collect it. In the end of the meeting, they were asked about their impressions during the teaching and learning activity at that day. They firstly kept silent. But then some of them said that the activity was interesting, and they enjoyed the activity. They enjoyed learning with interesting activities such as drawing and sticking.

*Salah satu siswa berkata, "Kegiatannya kali ini lebih menyenangkan dibanding yang kemarin, Miss. Saya suka yang sekarang."*

One student said, "The activities that had been done today were more interesting than the previous activities, Miss. I liked it.

FN 07. Cycle II, Meeting 1

The researcher then told the students that they would have a posttest or an individual assignment for the next meeting. And then for the next meeting, they had to prepare these things: a piece of white paper, a piece of unused paper, glue, colored papers, and coloring pens or coloring markers. They looked so happy with this announcement. The class then was closed by the researcher with the prayer.

## **b. Meeting 2**

The second meeting was held on Monday, May 25, 2015 for forty minutes. After the class was opened, the students' attendance was checked. All students were present at that day. After the students' attendance was checked, the students' equipment was checked, too, since in the last meeting they had been asked to bring a piece of white paper, a piece of unused paper or a piece of unused newspaper, glue, colored papers and coloring pens or coloring markers. All students brought their equipment individually. In fact, there were several students

who did not bring the unused paper. But the students who brought two or more unused papers gave them freely so that all students then had their own equipment.

After all students got ready, they were given some pieces of papers that were consisted of several narrative texts and twenty reading comprehension questions. When they firstly got the papers, they complained. They said that the questions were too many and those seemed to be difficult. Then they were explained that they had to make “what happened” graphic organizers based on the text. They should make four graphic organizers, but they had to collect one graphic organizer only. They had to collect one graphic organizer and had to decorate it with their coloring pens, unused papers, coloring pencils, and colored papers. To make their graphic organizer more interesting, they could design and decorate their “what happened” graphic organizer freely using their equipment. In making the “what happened” graphic organizer, they were not allowed to borrow equipment from the other students, and they were not allowed to cheat in doing the test.

Then they started to make the “what happened” graphic organizer. All students became so busy. Most of them were busy with their graphic organizer. Most of them firstly wrote the graphic organizer in a piece of white paper, while several other students made and cut some colored papers to design the graphic organizer.

Since this meeting was held for forty minutes only, most of them had not finished their graphic organizer yet. When the time was up, the students were asked to collect their graphic organizer. Then they were told to bring their

equipment (the unused paper, the white paper, coloring pens/coloring pencils, and the colored paper) on the next meeting. They were happy since in the next meeting they still had a chance to complete their graphic organizer, since most of them had not finished it yet.

### **c. Meeting 3**

The third meeting was held on Friday, May 29, 2015. To open the class, the students' attendance and the students' equipment was checked. All students attended the class and they all brought their own equipment. After the students got ready to do the posttest, they were given their unfinished graphic organizer. They had to finish it in thirty minutes. They then started completing their graphic organizer.

Most of them were busy with their graphic organizer, while several students were trying to answer the reading comprehension questions. The students made the graphic organizer creatively. In addition to coloring pens, they used the colored papers to design their graphic organizer. They even created some decorations from those colored papers and then they stuck it on their "what happened" graphic organizer.

When they were asked to finish their graphic organizer in thirty minutes, they did not waste their time. They worked as fast as possible. They tried to make it with their best. Some students who had any difficulty with some new or difficult words sometimes were busy with their dictionary to find out the meaning of those words. But if they did not find it on their dictionary, they usually asked

the researcher and the collaborator. The researcher and the collaborator then just gave them one or several clues about the meaning of the difficult words.

Thirty minutes passed and they were asked to stop making their graphic organizer. All students had finished the graphic organizer. Some of them just made the graphic organizer in a simple form (they did not put any decorations on it), but most of the students put any decorations on their graphic organizer. The students then were asked to answer the reading comprehension question on a piece of paper. They were given forty minutes to finish it. To answer those questions, they were referred back to their four graphic organizers. They answered those questions individually. They did not cheat in this second posttest.

Forty minutes passed. All of them had finished the test. They were then asked to collect their decorated graphic organizer and the answer sheet. Before the class was closed, the students were asked to give any comments on the activities during the second cycle. Most of them agreed that the second cycle was more interesting than the first one, since they could design their graphic organizer with many ways using coloring pens, coloring pencils, colored papers and the unused paper. One of them said that after she used the “what happened” graphic organizer, she could comprehend a text quickly than before she used it. Then another student also said that he could enjoy learning English, especially when he met texts, with the help of the “what happened” graphic organizer. The researcher then ended the meeting by giving a reflection on what they had done during the research.

*Salah satu siswa berkata, “Sangat menyenangkan, Miss. Karena disini saya bisa berkreasi dengan kertas bekas semacam koran bekas. Dengan gambar ini juga*



*saya bisa mengerjakan soal dengan lebih cepat. Bisa tau inti cerita dengan lebih cepat juga, Miss.”*

One of them said, “It’s very interesting, Miss. I could create my own graphic organizer with the unused paper such as the unused newspaper. With the graphic organizer, I also could answer the questions faster than before. I could understand the main idea of the text faster, Miss.”

FN 09. Cycle II, Meeting 3

### **3. Reflection**

The teaching and learning activities during the second cycle were run smoothly. There was no any significant obstacle during this second cycle. The obstacle that was found in this second cycle could be solved with the help of the interesting activities such as cutting, sticking and decorating the graphic organizer. During the second cycle, the researcher often asked the students’ opinion about the teaching and learning activities during the cycle II, so that the researcher could know the problems faced by the students. Based on that discussion, the researcher concluded that there was an improvement on the students’ involvement.

In this second cycle, the students could comprehend the text easily with the help of the “what happened” graphic organizer. They could relate their graphic organizer with the main idea of each paragraph. When they were asked to mention the main idea of each paragraph and answer the questions, they took a look at their graphic organizer. They also could easily retell the story and answer the questions related to the text. Furthermore, when they were asked to make a graphic organizer based on a text, they tried to look for the main idea of each paragraph and then they concluded the main idea of the whole text. The graphic

organizer helped them to organize and visualize the text, so that the students could comprehend the text faster. As a result, most of them were active to participate during the teaching and learning activity. In this second meeting, they could overcome their problem related to the new or difficult words with the help of the dictionary.

#### **D. The Result of the Research**

The result of this research was in both qualitative and quantitative data. The qualitative data presented the general finding of the observation during the actions and the interview. Furthermore, the quantitative data support the qualitative data. The quantitative data presented the students' score during the implementation that was taken from the posttest, the students' score after the cycle I that was taken from the posttest 1, and the students' score after the cycle II that was taken from the posttest II. The research findings were presented in the table below:

**Table 5: The research results:**

<b>Problems</b>	<b>Results in cycle 1</b>	<b>Results in cycle 2</b>
1. The students could not comprehend the text quickly.	As a warming up activity, the students were presented with the picture series. They should comprehend the text and answer some questions related to the text. Most of students could not comprehend the text quickly and had difficulties when they answered the questions related to the text. Then they were introduced to the "what happened" graphic organizer. They were firstly asked to make it together with the researcher. Then they were	In the second cycle, the students were asked to make the graphic organizer and they could decorate their graphic organizer with many things: colored paper, coloring pens, highlighter, coloring markers, and other things. When they made the graphic organizer in this second cycle, they tried to look for the main idea of each paragraph and tried to link the main idea of each

	<p>asked to make it in a group. At first, they got confused on how to make it and how to use it to help them comprehending the text.</p> <p>They were asked to make a graphic organizer in a paper and decorate it with some coloring pens. In making their graphic organizer, they firstly looked for the definition of some difficult words. Then they looked for the main idea of each paragraph and wrote it on the graphic organizer template.</p> <p>When they were asked to answer some questions related to the text, they could answer it with the help of the graphic organizer although they took a long time to relate their graphic organizer with the questions. Although they could make a graphic organizer in the first cycle, they still did not know how to use it as a helpful reading strategy.</p>	<p>paragraph. They finally could know the main idea of the whole text. As a result, when they were asked to answer some questions related to the text, they could easily answer it. The students knew how to use the graphic organizer to help them comprehend the text.</p>
<p>2. Most of the students had a difficulty in finding the generic structure of a text.</p>	<p>When they made the graphic organizer, they firstly copied the main idea of each paragraph to the graphic organizer without looking for the main idea of the whole text. As a result, they still got confused when they were asked to answer some questions related to the text. They also got confused when they were asked to write the generic structure of the text. Furthermore, when they were asked to retell the story, they had no idea about the text. They only read their graphic organizer without knowing the</p>	<p>In this second cycle, the students firstly tried to look for the definition of some difficult words. Then they looked for the orientation (what, who, when, where), complication (problems) and resolution (solutions for problems).</p> <p>When they were asked to mention the generic structure of a text, they could mention it and tell the others about the generic structure and the main idea of the whole text.</p>

	main idea of the text.	
3. The students could not find the main idea of each paragraph and could not find the relationship among paragraphs.	When they made their graphic organizer, they firstly only copied one or two sentences of each paragraph. Then they directly looked for the meaning of each word without relating and joining the main idea of the first paragraph with the next paragraph. They got difficulties when they were asked to mention the main idea of each paragraph.	In this second cycle, they could find the relationship of among paragraphs. They firstly looked for the meaning of some difficult words, then looked for the main idea of each paragraph and looked for the relationship among those main ideas. When the students were asked to retell the story, they could do it well. They could mention the main idea of each paragraph and the main point of the story. They also could answer some questions related to the text. The students knew how to use the graphic organizer.

To support the qualitative data, the quantitative data were also presented. The data were gained by conducting reading comprehension tests. The reading comprehension tests were administered three times, before the implementation, after the implementation of Cycle I and the after the implementation of Cycle II. The researcher then compared the score by focusing on the total score and the average. The table below presents the total score and the average score of the reading comprehension test.

**Table 6: The students' total score and average**

Test	Frequency	Total Score	Average
Pretest	31	1955	63.06
Posttest I	31	2270	73.22
Posttest II	31	2557	82.48

Based on the table above, the total score in the pretest was 1955, and the total score in the posttest I was 2270, and the total score in the posttest II was

2557. It could be concluded that the total score and the average score in the posttest I was increased 10% from the total score and the average score of the pretest. And the total score and the average score in the posttest II was increased 9% from the total score and the average score of the posttest I. The quantitative data supported the qualitative data, that the graphic organizer could be used to improve the students' reading comprehension skill.

## **CHAPTER V**

### **CONCLUSIONS AND SUGESTIONS**

#### **A. Conclusions**

The aim of this research was to improve the students' reading comprehension skill through the graphic organizer. The graphic organizer, as one of the reading strategies, was used as the technique in teaching the reading skill at grade VIID of SMP N 1 Berbah. In line with the previous discussion in the previous chapter, it can be concluded that:

1. The graphic organizer improved the students' reading comprehension skill.

With the implementation of the graphic organizer and its accompanying actions, the improvement was not only on the students' reading comprehension skill, but also on the students' creativity and the students' involvement. Although at the first time they got confused, they could make it successfully. They also could relate their graphic organizer with the text. When they were asked to answer some questions, they looked at their graphic organizer and related their graphic organizer with the text and the questions. The only problem was time. Since they faced a new reading strategy, which was the graphic organizer, they took a long time to deal with it at the first time. After they made it two times, at the first meeting and the second meeting, they could make it by themselves.

2. The changes on the teaching and learning process of the reading skill

After implementing the graphic organizer and its accompanying actions, the students' reading comprehension skill was improved. In the first step of the genre-based approach, which was the MOT step (modeling and

deconstructing the text), the use of picture series could catch the students' attention. It could be seen since the first meeting. In the first meeting, they were directly focused their attention on the picture series in the form of a PowerPoint slideshow. They were enthusiastic about the picture series, so that the picture series could be a great thing to catch their attention before they went to the next step. With the implementation of the picture series, they could easily focus their attention on the teaching material.

After they could focus on the material, the researcher introduced the "what happened" graphic organizer to the students. The use of the graphic organizer facilitated the students to comprehend the text easily. Although they faced some difficulties at first, they finally could understand how to make a graphic organizer and how to use it in order to comprehend the text faster. From the students' interview at the end of the second posttest, it could be concluded that most of the students could comprehend the text better with the help of the graphic organizer. There was also an improvement on the students' reading comprehension score. The students' reading comprehension score that had been taken from the pretest, the first posttest and the second posttest suggested that there was an improvement on the students' mean score. By some interesting teaching and learning activities, the students could find the class easy to follow and they could accomplish the learning objectives more easily and it could also help them to understand the lessons as well as the directions and goals of the lessons. Effective and interesting class activities could also increase the students' attention and students' creativity.

## **B. Implications**

There were several implications due to the result of this research. Those implications were:

1. The use of the graphic organizer could improve the students' reading comprehension skill. The students could learn the generic structure, grammatical features, language features and some new words in a text by using the graphic organizer. As a result, they could comprehend the text better and faster. This implication means that the English teacher should introduce this technique to the students in the teaching of the reading skill.

## **C. Suggestions**

After conducting this research, there are some suggestions for the Junior high school students, the junior high school teachers, the other researchers on the reading skill, the junior highschool textbook writer and the junior highschool material developers. The details are:

1. Junior high school English teachers

The results of this research suggest the junior highschool teachers to implement various techniques in teaching English, especially reading comprehension through graphic organizer. Moreover, they should also implement the current language teaching approaches.

2. Other Researchers on the reading skill.

This study was focused on improving the students reading comprehension through the graphic organizer. Other researchers could conduct their research



in the use of the graphic organizer on the other skills, such as the writing and speaking skills.

3. Textbook writers of the junior high school level.

The results of this study suggest the introduction of the graphic organizer on the textbook in order to improve the students' reading comprehension skill.

4. Material developers of the junior high school level.

The results of this study suggest the material developers of the junior high school level to consider putting the graphic organizer as a technique to improve the students' reading comprehension skill on their materials.

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# APPENDICES

## INTERVIEW TRANSCRIPT 1

### The teacher's interview before implementation.

Wednesday, January 21, 2015

ET : the English teacher

R : the researcher

R : Selamat pagi, Ma'am. *Gimana* kabarnya hari ini? Begini Ma'am, langsung saja ya, kemarin kan saya sudah melaksanakan yang namanya pre-test, yaitu untuk mengetahui kemampuan awal siswa dalam membaca. *Nah*, hari ini saya ingin mengetahui beberapa info dari *njenengan*. Boleh ya, Ma'am.

ET : Selamat pagi, Put. Tentu saja boleh *dong*. Silakan saja kalau ada yang hendak ditanyakan.

R : Iya, Ma'am, langsung saja. Yang pertama, saya ingin tau cara mengajar bahasa Inggris secara keseluruhan di kelas VIII D ini Ma'am.

ET : Ya, seperti yang kita tau ya, Put, Bahasa Inggris ada 4 skill ya. Saya *ngajarnya* dengan materi yang sama sesuai dengan SKKD, yang diajarkan listening speaking reading lalu production bisa writing atau speaking.

Untuk *ngajarkan*, saya pakai pre reading, whilst reading, post reading. Pada pre, kita memberikan contoh ke anak, ini lho teks recount, ini lho narrative. Lalu generic structure, sosial function, language function juga, dan sebagainya. Misal kata kerjanya, tenses-nya.

Lalu untuk whilst, kita berikan teks lain yang sejenis, lalu ada latihan-latihan untuk menguasai teks. Jadi ada beberapa pertanyaan tentang gambaran umum teks, tujuan komunikatif teks, dan juga semacam reading comprehension test.

Lalu untuk post-reading, kita sudah berikan ya tadi beberapa questions di whilst tadi, lalu yang untuk post ini, mereka diberikan waktu untuk memperdalam questions tersebut sehingga mereka paham benar dengan apa yang mereka pelajari saat itu. Seperti itu Put.

R : Iya Bu... Itu untuk gambaran keseluruhan, lalu untuk mengajarkan bahasa Inggris khususnya di skill reading saja, bagaimana Bu? Khususnya untuk

bagian reading comprehension, mengenai bagaimana cara memahami siswa terhadap teks yang sedang mereka pelajari.

ET : Itu gampang, Put, *kan* sudah dijelaskan di pre-reading tadi, tentang mereka sudah pasti bisa menangkap inti dari teks yang mereka pelajari. Misal untuk narrative text, di pre reading kita sudah jelaskan semuanya, tentang generic structure dari narrative text, tenses yang digunakan, social functionnya, dan lain-lain. Jadi ketika kita sudah membedah teks tersebut di pre-reading, mereka sudah jelas bisa menangkap inti atau isi dari teks yang mereka pelajari.

R : Lalu, teknik mengajar yang ibu gunakan saat ini apa bu? Kan banyak teknik ya, ada yang four stages, ada yang PPP, ada juga EEK itu bu. Ibu pakai yang mana?

ET : Sebenarnya sama aja ya Put. Semuanya itu sama intinya, hanya beda nama saja. Jadi ibaratnya, di four stages itu kan awalnya ada MOT ya, nah itu di PPP itu sama dengan presentation, trus di EEK itu sama dengan Eksplorasi. Jadi menurut saya, itu tidak saya permasalahan ya Put. Tapi saat ini saya lebih setuju dengan teknik PPP Put. Jadi saya seringnya sih pakai PPP Put, walaupun ada yang terbaru semacam four stages sama EEK itu. Saya nyaman pakai teknik PPP *aja* Put.

R : Lalu bu, kalau dilihat dari reading comprehension skill, di kelas VIIID ini apa sajakah kelemahan siswa ketika dalam belajar bahasa Inggris khususnya reading?

ET : *Gini* ya Put, pemetaan kompetensi VIIID ini tidak merata. Artinya, ada yang aktif, bahkan sangat aktif, tapi ada juga yang sangat tidak aktif, yang artinya mereka harus dipancing. Ada juga yang pinter tapi dia pasif. Dia sebenarnya bisa, tapi di kelas itu diam saja. Dia terlihat menonjol kalau pas ulangan. Dia walaupun di kelas pasif, diem saja, tapi ulangannya nilainya bagus kalau dibanding yang lainnya. Trus ada juga yang dia itu aktif, maksudnya bukan aktif yang negative ya Put, tapi aktif yang baik, dia rajin jawab pertanyaan, rajin bertanya, rajin kalau ngerjakan di papan tulis, tapi sebenarnya kompetensinya biasa saja, dia menang di keaktifan saja.

Ya begitulah Put, jadi gurunya *tu* harus bener-bener memotivasi siswa, supaya semua siswa bisa tereksplorasi dan bisa berpartisipasi. *Kan* ya *nggak* mungkin kalau kita cuma mau memperhatikan atau mensupport murid yang pasif saja, *kan* kasihan yang lainnya. Gitu Put.

R : Oh begitu bu. Oh iya bu, kemarin saya pas meminta ijin ke ibu dan pas observasi itu *kan* sudah sedikit menjelaskan bahwa saya disini ingin meningkatkan kemampuan membaca siswa atau reading comprehension skill dari para siswa kelas VIIID melalui the graphic organizer bu, ini contohnya bu, contoh the “what happened” graphic organizer yang nantinya akan dibuat siswa. Menurut ibu, apa pendapat ibu tentang teknik yang saya bawaan ini, apakah ibu setuju jika saya mencobakan teknik ini untuk meningkatkan kemampuan membaca siswa?

ET : Ini ya Put contohnya? Wah bagus ya.. jadi terorganized gitu Put. Jadi gini, ini di tabel atau kolom satu ini ada who when where what ya, ini sangat bagus untuk menjelaskan orientation di narrative text. Jadi lebih simple dan mungkin siswa akan lebih cepat mencerna makna dari sebuah orientation. Lalu kolom selanjutnya ada pertanyaan “what happened?” ya. Ini sepertinya bagus untuk mengarahkan siswa agar bisa cari tahu tentang apa yang terjadi. Terus kolom ketiga ini juga pertanyaan yang sama, “what happened?” juga ya, ini untuk cari tau resolution ya Put? Terus bawahnya ada coda atau moral value juga. Ini sangat bagus Put untuk mengeksplorasi nilai moral. *Kan* kadang mereka tau inti ceritanya tapi *gak* tau maknanya Put. Misalnya *gini*, ada cerita naratif tentang Malin Kundang ya, mereka bisa tau orientation dan lain lainnya, tapi mereka susah *lho* Put kalau untuk tau makna atau nilai moralnya. Nah dengan adanya kolom coda ini saya harap *sih* mereka bisa lebih aktif berfikir mencari nilai moral pada cerita naratif nantinya. Sepertinya ini teknik yang sangat bagus Put. Semoga ini bisa memajukan kemampuan membaca siswa ya Put kalau mereka sedang menghadapi sebuah teks. Kalau selama ini *sih* saya pakai PowerPoint Put, jadi teks saya tampilkan *gitu* melalui projector, dan kadangkala saya juga berikan film pendek mengenai narrative teks, misal Cinderella Put, lalu

saya beri teks yang isinya sama dengan yang di film itu. Tapi mereka tetap kesusahan Put menyerap inti ceritanya kalau di dalam teks. Mereka kadang sangat susah kalau disuruh menceritakan isi satu paragraph. Padahal filmnya sudah ditonton, tinggal mengulang menceritakan *gitu*. Jadi saya harap, dengan bantuan apa ini tadi namanya, graphic organizer ya, ini bisa membantu siswa dalam menguasai teks, khususnya teks naratif ini Put.

R : Iya bu semoga saja bisa berjalan lancar nanti penelitian yang akan saya lakukan dan semoga teknik ini nantinya bisa menjadi salah satu alternative bagi ibu dan guru bahasa inggris yang lain di SMP ini untuk meningkatkan kemampuan membaca siswa. Mohon doa dan dukungannya ya bu. Oh iya bu, bersediakah ibu nanti jadi Collaborator? Menemani saya dikelas dan mengobservasi keadaan pembelajaran dan keadaan siswa pas saya ngajar? Mulainya jadi minggu depan bu?

ET : Aamiin ya, Put. Semoga begitu. Wah maaf *banget* ya, Put, untuk sementara ini saya ditunjuk Bu Kepsek *buat ngisi* pendalaman materi persiapan UNAS untuk kelas tiga *nih*, saya full sehari dua kelas, masing masing kelas dua jam full. *Trus* nanti setelah UNAS juga ada kegiatan ngurus ujian praktikum juga. Kalau penelitiannya *sih* bisa mulai minggu depan, *mumpung selo* dan naratif teks belum kuajarkan juga *lho*. Atau, kalau *pake* Collaborator dari luar, misalnya teman sejurusan *gitu*, boleh *gak* itu? Atau misal kakak tingkatmu yang udah lulus *gitu*, Put, yang *selo gitu*?

R : Wah gitu ya bu? Baru padat berarti jadwalnya ibu? Yasudah bu, nanti saya pakai kolaborator dari luar saja bu. Tapi sebelumnya, makasih bu sudah diijinkan penelitian di kelas ibu.

ET : Iya sama sama, good luck ya, Put. Kabari progress dan hasilnya ke aku ya, nanti...

R : Iya bu, pasti.. yasudah kalau begitu wawancaranya saya akhiri sekian ya bu, terimakasih bu.

ET : Ya put, sama-sama...



## **INTERVIEW TRANSCRIPT 2**

### **The students' interview before implementation.**

**Wednesday, January 21, 2015**

R : the researcher

S : the student

R : Selamat pagi, Dek. Namanya siapa?

S : Yunia, Miss.

R : Suka pelajaran Bahasa Inggris gak, Dek?

S : Agak suka.

R : Yang bikin agak suka apa?

S : Ngajarnya gurunya saya nyaman, nyari nyari artinya gitu.

R : Belajar teks berarti ya?

S : Iya, Miss.

R : Trus kalau lagi belajar teks, gurunya ngajarinnya kayak gimana?

S : Pakai video, Miss. Kadang juga powerpoint juga.

R : Pernah pakai gambar atau apa gitu gak?

S : Dulu pernah Miss. Tapi dikasih kamus kecil kayak kumpulan kosakata trus disuruh hafalin gitu.

R : Trus kesulitan dalam memahami teks apa aja?

S : Kesulitannya itu, Miss, pas mencari kata hubung, kata yang baru gitu juga. Trus ada yang ngurutin kata sama paragraph itu, Miss. Masih bingung.

R : Trus kemarin, udah melaksanakan tes pertama ya, itu menurut kamu, susah nggak? Kalau iya, susahnya dimana?

S : Susah banget, Miss. Jadi kemarin itu saya kesulitan mengartikan kalimatnya, Miss. Trus belum tau juga itu jenis teks apa gitu. Jadinya bingung pas njawab soal. Teksnya aja aku gak paham itu isinya tentang apa, apalagi harus menjawab soal-soalnya.

R : Oke, Dek, jadi menurut kamu, susah ya yang kemarin itu? Yasudah, cukup sekian dulu ya wawancaranya, silakan kembali beraktifitas ya, terimakasih, Dek.

S : Sama-sama, Miss.

### INTERVIEW TRANSCRIPT 3

#### The students' interview before implementation.

Wednesday, January 21, 2015

R : the researcher

S : the student

R : Siapa Dek ini namanya?

S : Aurio sri handarbeni

R : Suka basa inggris gak?

S : Bisa dikatakan suka?

R : Trus ada gak sukanya?

S : Ada, pas lagi dibolehin pakai kamus tapi kamus buku.

R : Kenapa memangnya?

S : Enakan kamus elektronik, kayak di internet gitu, tinggal ketik langsung keluar artinya.

R : Okay. Kalau dari Ma'am Ellia, ngajar bahasa inggris pas ngajar teks kayak gimana?

S : Kalau ada murid yang belum paham, Ma'am Ellia ngulang njelasin lagi.

R : Selain itu, ada gak?

S : Ada, biasanya beliau ngartiin langsung. Jadi dibaca dulu sama siswanya, trus poin-poinnya dijelasin sama Ma'am Ellia pakai bahasa Indonesia.

R : Trus ada pernah pakai media atau apa gitu gak?

S : Pernah, Miss. Pakai video, Cuma lima menit, itu tentang Rapunzel.

R : Kemarin kita udah melaksanakan test ya, itu untuk mengetahui kemampuan kalian di reading skill. Itu kemarin susah gak?

S : Agak sulit, Miss, pas belajar teks itu bingung sama kata-kata sukar gitu. Untungnya sih ada bantuan kamus.

R : Okay, kalau gitu sekian dulu wawancaranya ya, terimakasih Dek.

S : Sama-sama, Miss.

## **INTERVIEW TRANSCRIPT 4**

### **The students' interview before implementation.**

**Wednesday, January 21, 2015**

R : the researcher

S : the student

R :Namanya siapa Dek?

S :Geovani, Miss.

R :Suka Bahasa Inggris gak?

S :Suka

R :Trus kalau dikelas, kesulitan terbesar dalam belajar bahasa inggris terutama teks apa nih?

S :Kesulitan dengan kata sukar, Miss.

R :Trus solusinya?

S :Nyari di kamus, Miss, artinya.

R :Lalu sama Ma'am Ellia, dalam belajar teks, cara ngajarnya gimana?

S :Caranya ya kayak guru lainnya, Miss. Njelasin generic structure dan lain lain gitu.

R :Ada teknik atau cara tersendiri gak?

S :Gak ada, Miss. Cuman biasa aja. Ditulis di papan tulis gitu. Kalau ada yang belum jelas langsung dijelaskan ulang.

R :Okay, lalu kemarin itu kita udah melaksanakan test ya, kamu ada kesulitan gak.

S :Ada, Miss. Susah itu kemarin. Saya gak paham sama arti-arti teksnya.

R :Okay, kalau gitu cukup sekian dulu ya wawancaranya.

S :Sama-sama, Miss

## INTERVIEW TRANSCRIPT 5

### The students' interview before implementation.

Wednesday, January 21, 2015

R : the researcher

S : the student

R : Namanya siapa ini?

S : Tsuraya Aulia, Miss

R : Suka bahasa inggris gak?

S : Suka, Miss. Dengan bahasa inggris, kita bisa menggunakannya dalam berbagai kegiatan.

R : Okay, sangat bagus ya, Dek. Pertahankan dan tingkatkan semangat belajar bahasa inggrisnya ya. Lalu, kalau dikelas, kana ada belajar teks, nah itu bu Ellia ngajar teksnya caranya kayak gimana?

S : Iya, Miss. Biasanya disuruh nyari orientasi dan sebagainya itu, Miss. Jadi meski aku belum paham itu teks apa, kita boleh browsing, Miss.

R : Lalu, ada trik khusus gak yang diberikan bu Ellia untuk memahami kalian dengan jenis teks yang sedang dipelajari?

S : Enggak, Miss. Biasanya langsung suruh nyari sendiri. Pakek internet gitu, Miss.

R : Oh begitu. Lalu tugas-tugasnya apa, kegiatannya?

S : Kegiatannya, nyari artinya, nyari jenis teksnya, trus ada juga dulu diberi video tentang cerita narasi atau yang narrative teks itu, Miss. Ada juga yang video recount kayak cerita masa lampau gitu.

R : Oh begitu ya. Lalu kalian kemarin kan udah melaksanakan pre-test, yaitu untuk mengetahui kemampuan kalian. Itu susah gak kemarin?

S : Susah banget, Miss. Kemarin susah di nyari artinya, sama nyari jenis teks sama bagian-bagian teksnya.

R : Okay, Dek. Makasih untuk waktunya ya...

S : Sama-sama, Miss...

## INTERVIEW TRANSCRIPT 6

### The students' interview before implementation.

Wednesday, January 21, 2015

R : the researcher

S : the student

R : Namanya siapa, Dek?

S : Bila, Miss. Putri Azzahra Salsabila lengkapnya.

R : Okay, Dek Bila aja ya panggilnya, yang pertama yang mau saya tanyakan, suka bahasa Inggris gak? Maksudnya, pelajaran Bahasa Inggris di sekolahan.

S : Of course, Miss. Suka banget.

R : Apa yang membuat kamu suka?

S : Yang pasti, negara-negara yang pakek bahasa Inggris itu, banyak produk-produknya yang menarik, Miss. Misal film berbahasa Inggris, lagu-lagu juga.

R : Oh gitu, lalu ada kesulitan gak dalam belajar bahasa Inggris.

S : Ada, Miss. Itu, Miss, verb, kata kerja. Kan kalau salah sedikit, langsung salah ya, kan beda-beda verb bentuk satu, bentuk kedua sama bentuk ketiga, gitu.

R : Lalu, khusus untuk reading, kan kalian mempelajari banyak jenis teks ya, kesulitannya apa saja?

S : Pastinya di kosakata baru yang sulit atau aku belum tau artinya, Miss. Sama verb-nya juga.

R : Ya, lalu kalau dikelas, kalau pas belajar teks gitu, Ma'am Ellia aktifitasnya apa yang diberikan ke kalian?

S : Biasanya presentasi, trus ada juga diberi video film kayak Beauty and the Beast, Rapunzel juga pernah. Trus itu kita disuruh nonton itu aja, tapi tanpa teks, Miss, itu. Aku paham sih ceritanya kalau pakai film, tapi kalau udah dituang ke teks agak kesusahan.

- R :Lalu, kemarin kita udah mengerjakan test awal ya, itu namanya pre-test, untuk mengetahui kemampuan siswa di reading skill. Menurut kamu, kemarin itu susah gak?
- S :Gak begitu susah, Miss. Soanya sudah ada bantuan kamus sih ya. Tapi bingung aja sih di misah-misahin orientation, resolution, dan lain-lainnya itu, Miss.
- R :Jadi bisa ya kemarin ngerjainnya. Ya, saya kira segitu dulu wawancaranya hari ini, makasih ya, Bila.
- S :Sama-sama, Miss.

## **INTERVIEW TRANSCRIPT 7**

### **The students' interview before implementation.**

**Wednesday, January 21, 2015**

R : the researcher

S : the student

R :Namanya siapa ini?

S :Clementine, Miss.

R :Suka bahasa inggris gak?

S :Suka, Miss.

R :Ada kesulitan dalam belajar bahasa Inggris?

S :Ada, Miss. Biasanya nyari arti dari kosakata baru.

R :Trus kalau mempelajari teks, kesulitannya apa?

S :Ngartiin kalimat, Miss. Bingung aja.

R :Lalu, kalau dari Bu Ellia, belajar teks pakai cara gimana.

S :Biasanya dikasih teks lalu dijelaskan disini ada orientation, ada complication gitu misalnya.

R :Trus ada teknik tertentu gak dari beliau?

S :Gak ada sih, Miss. Biasanya beliau cuma nyeritain atau ngartiin teksnya itu.

R :Lalu, untuk materi, mudah dipahami gak kalau materi dari Ma'am Ellia.

S :Bisa mudah dipahami, Miss.

R :Trus kemarin kita udah melaksanakan yang namanya pre-test untuk mengetahui kemampuan reading skill kalian, itu susah gak kemarin?

S :Susah, Miss. Soalnya kemarin banyak kata-kata yang sukar yang belum diketahui artinya. Jadi banyak waktu yang terbuang untuk nyari arti-arti ceritanya.

R :Oh gitu, ya. Ya, sekian dulu ya wawancaranya, makasih untuk waktunya ya.

S :Sama-sama, Miss..



## **INTERVIEW TRANSCRIPT 8**

### **The collaborator's interview after the first cycle.**

**Saturday, May 23, 2015**

R : the researcher

C1 : the first collaborator

C2 : the second collaborator

R :Kemarin kan kamu udah ikut aku di cycle 1, nah yang kamu lihat, kekurangannya apa aja?

C1 :Menurutku, management kelas itu, Mbak. Soalnya kebetulan sih yang cowok kemarin duduk di belakang, jadinya yang Mbak perhatikan yang depan-depan aja. Trus kurang kreatif kayaknya ya kegiatannya.

C2 :Oiya, sama suara Mbak kurang keras, jadi kalah sama siswanya. Jadi perlu latihan teriak-teriak lantang, Mbak, pas nyampein materi itu.

R :Trus aku di cycle 2 harus gimana menurutmu.

C1 :You have to find out the best way in making a group, Mbak. Soalnya kemarin pas kegiatan group itu kan mereka agak males sih Mbak. Trus kegiatannya mungkin bisa dibikin yang lebih kreatif lagi.

C2 :Menurutku harus ningkatin cara mengajarnya aja sih, jadi pakai cara yang lebih kreatif lagi.

R :Trus kerjaan yang membuat the graphic organizer itu mereka menurutmu udah bisa belum?

C1 :Bisa sih mbak, tapi kayak kurang greget gitu merekanya. Soalnya mereka baru pakai bahan yang seadanya saja.

C2 :Setuju. Oh iya ya, soalnya itu kegiatannya baru seadanya aja sih bahan-bahannya.

R :Oh gitu ya. Kalau di cycle 2, aku mau pakai bahan yang kreatif kayak the unused paper, the unused newspaper gitu untuk bikin the graphic organizernya. Menurutmu gimana?

- C1 :Iya Mbak, itu bagus. Semoga bisa memancing siswa buat lebih aktif lagi, Mbak.
- C2 :Aku juga setuju. Mereka kayaknya lebih terpancing untuk ngerjain suatu kerjaan yang menantang atau ada challenge-nya gitu.
- R :Okay deh, doakan ya. Yaudah, sekian dulu wawancaranya, makasih ya.
- C1 & C2 :Sama-sama, Mbak.

## INTERVIEW TRANSCRIPT 9

### **The collaborator's interview after the second cycle.**

**Saturday, May 30, 2015**

R : the researcher

C1 : the first collaborator

C2 : the second collaborator

R : Okay, bisa ya kita mulai sekarang wawancaranya?

C1 & C2 : Iya.

R : Begini, dari hasil wawancara di akhir kegiatan cycle 1 kemarin kan kesimpulannya aku ngajarnya msih kurang variatif, lalu management kelasnya juga masih kurang. Trus kemarin disarankan untuk membuat variasi atau kreasi dan juga memperbaiki classroom management. Sudah aku lakukan di cycle 2 kemarin, yaitu membuat kegiatan yang lebih menyenangkan yang melibatkan seluruh siswa. Menurut pendapat kamu, gimana performance aku di cycle 2 kemarin?

C2 : Sudah lebih baik kok daripada yang pas cycle 1 kemarin. Muridnya juga sudah lebih familiar dengan Graphic Organizer dari kamu. Mereka juga terlihat udah bisa membuat sendiri Graphic Organizernya. Malah mereka di cycle 2 ini lebih aktif & kreatif. Cuman ya sepertinya terkendala waktu ya, karena banyak jam pelajaran yang dikurangi kebetulan di hari senin & jumat, apalagi senin dan jumat itu ada jam pelajaran bahasa Inggris. Sepertinya agak sedikit mengganggu. Tapi that's not a big problem sih. Udah lebih baik dari cycle 1 kok.

R : Okay, jadi udah ada peningkatan ya mengenai caraku mengajar. Lalu, kemarin kita sudah mengoreksi hasil posttest 1 dan 2 dari para siswa, bila dibandingkan dengan hasil pretest kan meningkat. Pretestnya hanya 47% siswa yang mencapai standar KKM, lalu di posttest 1 kemarin kan 63%, trus yang posttest 2 ini 82% yang lolos KKM, menurutmu gimana?

- C2 : Iya, kemarin waktu kita mengoreksi posttest 1 sama 2 itu terlihat bedanya ya. Maksudnya, ketika pretest, mereka terlihat sangat kebingungan memahami isi bacaan, sehingga mereka terkadang kebingungan pas menjawab pertanyaan. Tapi kalau kulihat, di cycle 1 kemarin, siswa sudah bisa sih memahami teks yang disajikan, cuman mereka perlu waktu yang sangat lama. Lalu di cycle 2, mereka sudah sangat menguasai cara membuat graphic organizer trus mereka bisa berkreasi dengan graphic organizer yang mereka bikin sendiri itu, dan mereka cepet memahami teks yang disajikan. Dari proses pembelajaran yang kulihat sih memang mereka pas di cycle 2 lebih kelihatan keaktifannya ya. Mereka lebih paham juga pas udah masuk cycle 2. Jadi menurutku, udah berhasil ini penelitiannya, jadi the graphic organizer memang bisa dijadikan salah satu alternative strategi mengajar reading.
- R : OK, jadi kalian setuju ya bahwa penelitian dari aku kali ini berhasil, dan kesimpulannya adalah the graphic organizers bisa digunakan untuk meningkatkan kemampuan membaca?
- C1 : Iya, setuju, dilihat dari hasil pretest posttest, kan da peningkatan. Jadi bisa lah kalau disimpulkan bahwa graphic organizers mampu meningkatkan kemampuan membaca siswa.
- C2 : Menurutku juga gitu, udah ada peningkatan kok.
- R : Okay deh, sekian dulu ya wawancaranya, terimakasih banget lho atas bantuannya mendampingi aku selama mengajar di kelas dan bantuannya ikut mengoreksi hasil pretest posttest siswa.
- C1 & C2 : Iya sama-sama, good luck.

## **INTERVIEW TRANSCRIPT 10**

### **The teacher's interview after the second cycle.**

**Saturday, May 30, 2015**

ET : the English teacher

R : the researcher

R :Selamat siang, Ma'am. Mohon maaf mengganggu, bisa minta waktunya untuk wawancara lagi kah?

ET :Iya bisa, Put. Mumpung belum masuk ini tutor ECC-nya. Ada apa?

R :Gini, Ma'am, kemarin saya sudah selesai melaksanakan penelitian untuk skripsi saya. Yang pertama, saya mau ngucapin terimakasih karena sudah dibolehin memakai kelasnya. Lalu yang kedua, ini saya kemarin kan memperkenalkan siswa pada suatu teknik yang namanya the graphic organizer. ini contohnya seperti ini. Apa pendapat, Ma'am Ellia?

ET :Oh ini ya contohnya? Iya, Put, yang pertama, aku minta maaf lho ya, aku gak bisa nemenin kamu di kelas. Kemarin sudah ada temennya kan ya? Iya, balik lagi ke bahasan awal, ini the graphic organizer yang dibikin siswa ya? Wah kreatif ya? Ini bikinnya berapa lama?

R :Ini yang digunakan pas kemarin post-test 2, Ma'am. Kira-kira dua meetings.

ET :Wah, sebenarnya bagus lho, Put. Tapi menurut saya pribadi, proses pembuatannya kelamaan untuk belajar teks. Soalnya kan kita gak cuma bakal ngajar reading aja ya, tapi juga writing dan lain-lainnya itu. Tapi overall, ini bagus kok, kreatif. Trus murid-muridku gimana, baik kan sama kamu?

R :Baik, Ma'am. Diawal saya memang kesulitan dalam me-manage kelasnya, tapi lama-kelamaan saya terbiasa dan bisa me-manage dengan baik kok. Oh iya, untuk the graphic organizer itu, memang sih, Ma'am, prosesnya agak lama. Itu masih jadi kendala saya juga.

ET :Tapi overall, murid-muridnya pencapaiannya gimana? Skornya sudah kamu jumlahkan?

- R :Sudah, Ma'am. Rinciannya, pas pre-test itu yang lolos KKM itu ada 47%, trus di post-test 1 ada 63% dan di post-test 2 naik jadi 82% Ma'am yang lolos KKM.
- ET :Jadi, kesimpulannya, penelitiannya berhasil ya. Alhamdulillah. Berarti ini bisa dipakai ya, Put, untuk ngajar writing juga? Atau Cuma reading aja?
- R :InsyaAllah bisa, Ma'am. Nanti kalau berminat, njenengan bisa mencobakan sendiri ke siswanya di writing skill.
- ET :Okay, Put. Good luck ya untuk skripsinya.
- R :Iya, Ma'am. Terimakasih. Saya kira sekian dulu ya, Ma'am, wawancaranya, karena kelas ECC sudah mau dimulai. Terimakasih, lho, Ma'am.
- ET :Iya, Put. Sama-sama ya. Good luck pokoknya.

## **INTERVIEW TRANSCRIPT 11**

### **The students' interview after the implementation.**

**Monday, June 1, 2015.**

R : the researcher

S : the student

R :Selamat siang, dengan Dek Yunia ya? Bisa minta waktu untuk wawancara?

S :Iya bisa, Miss.

R :Kemarin kan saya ngajar sudah memberikan materi tentang narrative text dengan menggunakan the graphic organizer. itu bisa dipahami gak?

S :Bisa, Miss. Itu mudah. Jadi lebih gampang pas nyari generic structure-nya.

R :Oh gitu ya. Lalu kalau kamu saya minta untuk mengerjakan reading comprehension test, trus dengan bantuan the graphic organizer itu, bisa gak mengerjakan sendiri, trus bikin the graphic organzernya sendiri?

S :Bisa, Miss. Mudah kok.

R :Lalu, menurutmu, the graphic organizer itu mempermudah kamu dalam memahami teks gak?

S :Iya, Miss. Sangat mempermudah.

R :Okay, Yunia. Makasih atas waktunya, ya.

S :Sama-sama, Miss.

## **INTERVIEW TRANSCRIPT 12**

### **The students' interview after the implementation.**

**Monday, June 1, 2015.**

R : the researcher

S : the student

R :Selamat siang, ini bener Dek Aurio ya? Mau minta waktu untuk wawancara sebentar, boleh?

S :Iya, Miss. Boleh banget.

R :Nah, gini, kemarin kan saya udah ngajar kalian, ngajarkan tentang the narrative text, trus dengan bantuan suatu teknik yang namanya the graphic organizer. itu menurutmu gimana? Lebih mudah gak dalam memahami teks?

S :Bisa, Miss. Saya udah bisa bikin itu sendiri. Tapi agak lama sih.

R :Trus menurutmu, the graphic organizer yang saya ajarkan itu bisa membantumu dalam memahami teks gak?

S :Bisa, Miss. Sangat bisa.

R :Okay, terimakasih atas waktunya. Sekian dulu ya wawancaranya.

S :Iya, Miss. Sama-sama.



## **INTERVIEW TRANSCRIPT 13**

### **The students' interview after the implementation.**

**Monday, June 1, 2015.**

R : the researcher

S : the student

R :Selamat siang. Bener sama Dek Geovani Javier? Gini, saya mau minta waktu untuk wawancara bentar, boleh?

S :Boleh, Miss.

R :Kemarin saya udah ngajar tentang narrative text, dengan suatu teknik yang namanya the graphic organizer. kalau menurutmu, the graphic organizer itu membantu kamu gak dalam memahami teks?

S :Membantu, Miss.

R :Trus kamu sekarang sudah bisa bikin sendiri?

S :Sudah, Miss.

R :Berarti intinya, the graphic organizer yang saya contohkan dan saya ajarkan kemarin bisa membantu kamu dalam memahami isi suatu teks ya?

S :Iya, Miss. Seperti itu kira-kira.

R :Okay, terimakasih waktunya, ya, atas wawancaranya hari ini.

S :Iya, Miss. Terimakasih kembali.

## **INTERVIEW TRANSCRIPT 14**

### **The students' interview after the implementation.**

**Monday, June 1, 2015.**

R : the researcher

S : the student

R :Namanya bener Tsuraya Aulia?

S :Iya bener, Miss.

R :Boleh minta waktunya bentar ya, saya pengen mewawancarai bentar, boleh ya?

S :Boleh, Miss.

R :Iya, kan kemarin saya udah ngajar kalian, ngajarkan narrative text dengan menggunakan suau teknik yang namanya the graphic organizer. Kamu terbantu gak dengan adanya teknik baru itu?

S :Terbantu, Miss. Kemarin bisa lebih cepet aja paham sama isi teksnya. Tapi kayaknya agak lama ya Miss bikinnya.

R :Iya, asal kalian telaten dan teliti, pasti bisa kok.

S :Iya, Miss.

R :Selanjutnya, menurutmu, teknik ini bisa gak memahami kamu dalam belajar suatu teks?

S :Bisa banget, Miss.

R :Jadi sekarang udah bisa bikin sendiri ya?

S :Bisa, Miss. InsyaAllah bisa kok.

R :Okay, segini dulu ya wawancaranya. Terimakasih.

S :Sama-sama, Miss.

## **INTERVIEW TRANSCRIPT 15**

### **The students' interview after the implementation.**

**Monday, June 1, 2015.**

R : the researcher

S : the student

R :Boleh minta waktunya bentar, dek Bila?

S :Iya, Miss. Bisa. Ada apa ya?

R :Gini, kemarin kan saya udah mengajar mengenai narrative teks yang menggunakan satu teknik yang namanya the graphic organizer. Itu menurutmu gimana?

S :Itu membuat kita mempermudah dalam memahami teks, Miss. Cuman awalnya memang kayak ribet gitu. Tapi emang sih, mempermudah kok.

R :Berarti the graphic organizer bisa digunakan untuk meningkatkan kemampuanmu dalam membaca teks ya?

S :Bisa, Miss.

R :Ya, sekian dulu wawancaranya, makasih dek Bila.

S :Terimakasih kembali, Miss.

## **INTERVIEW TRANSCRIPT 16**

### **The students' interview after the implementation.**

**Monday, June 1, 2015.**

R : the researcher

S : the student

R :Bener dengan Clementine Goldy?

S :Iya, bener. Ada apa, Miss?

R :Gini, kemarin saya udah mengajarkan teks naratif dengan menggunakan satu teknik yang namanya the graphic organizer. Menurutmu, susah gak, atau gampang?

S :Gampang, Miss. Itu kemarin asyik. Bisa membantu saya dalam mencari isi teks. Bisa tau orientasinya dimana, komplikasinya dimana, dan resolusinya dimana. Semuanya jadi jelas.

R :Oh gitu ya. Jadi secara mandiri, sudah bisakah kamu bikin the graphic organizer sendiri di rumah?

S :Bisa, Miss.

R :Trus bisakah teknik ini meningkatkan kemampuanmu dalam memahami teks?

S :Bisa, Miss. Jadi lebih dong, maksudnya, lebih jelas gitu. Walaupun pegel juga sih, Miss, pas bikin the graphic orgnizernya itu.

R :Oh gitu. Ya, sekian dulu wawancaranya. Makasih atas waktunya ya.

S :Terimakasih kembali, Miss.

## FIELD NOTE 01

### OBSERVASI

Hari : Senin  
Tanggal : 19 Januari 2015  
Kegiatan : Observasi Kelas  
Tempat : Kelas VIII D, Lab IPA, dan kelas VIII C.  
Responden : Guru Bahasa Inggris  
Peneliti  
Para siswa kelas VIII D

Seperti yang telah dijanjikan sebelumnya, observasi kelas akan dilakukan pada hari Senin, 19 Januari 2015. Peneliti datang guru kantor jam 7:45 pagi, meskipun kelas masih akan dimulai pukul 8.00 pagi. Di dalam guru kantor, guru Bahasa Inggris masih menyiapkan bahan mengajar. Untuk kegiatan hari ini, dia akan menggunakan PowerPoint slide. Dia masih terlihat meninjau ulang bahan ajar dan slide PowerPoint.

Bel berbunyi. Guru mengundang peneliti untuk datang ke kelas VIID. Ketika mereka tiba di kelas VIID, siswa masih sibuk dengan tugas mereka pada pelajaran sebelumnya. Guru meminta siswa untuk menghentikan kegiatan mereka pada pekerjaan itu dan meminta mereka untuk menyiapkan buku Bahasa Inggris mereka dan alat tulis, karena mereka akan pindah ke laboratorium IPA. Mereka harus pindah ke laboratorium IPA karena tidak ada proyektor di kelas VIII D.

Setelah semua siswa tiba di laboratorium IPA, mereka duduk di kursi yang ada. Para siswa diminta untuk membuat empat kelompok. Setelah mereka duduk dengan anggota kelompok mereka, mereka diminta untuk menyiapkan buku Bahasa Inggris mereka. Beberapa siswa diminta untuk mengaktifkan proyektor. Sambil menunggu proyektor siap, Guru menyalakan laptop dan menyiapkan bahan mengajar. Kemudian siswa diminta untuk membuka kelas dengan doa. Setelah mereka selesai berdoa, mereka semua berdiri dan berkata, "*Good morning, Ma'am.*" Kemudian guru bahasa Inggris menjawab, "*I am fine. Thanks. And you?*" Para siswa menjawab, "*I am fine too, thank you.*" Lalu mereka duduk.

Setelah kelas dibuka, guru Bahasa Inggris bertanya kepada mereka tentang tanggal berapa sekarang. Lalu Guru mulai memperkenalkan materi baru, tentang teks naratif. Para siswa ditanya, "*What have you got about narrative text?*" Semuanya diam. Kemudian mereka ditanya lagi, "Apa teks yang telah kamu pelajari di kelas?" Beberapa dari mereka menjawab, "Prosedur, teks deskriptif dan recount, Ma'am."

Guru bahasa Inggris kemudian memberi mereka ulasan singkat mengenai teks prosedur, teks deskriptif, dan teks recount. Karena ada kesalahan teknis pada proyektor, para siswa diminta untuk pindah ke kelas VIII C pada jam 08:35. Di kelas VIIIC, mereka masih diharuskan duduk dalam kelompok mereka. Guru bahasa Inggris kemudian meminta salah satu siswa untuk mengaktifkan proyektor. Dia menyalakan laptop dan menghubungkan laptop-nya dengan proyektor. Bahan ajar diperlihatkan melalui proyektor. Ada beberapa teks naratif pada slide powerpoint.

Para siswa diminta untuk melihat dengan cermat. Para siswa dijelaskan tentang teks naratif. Mereka dijelaskan tentang tujuan teks naratif, generic structure dari teks naratif dan juga fitur kebahasaan dari teks naratif. Ada teks naratif yang berjudul "*The Smartest Animal*". Ada beberapa kata-kata yang berwarna merah dan kuning. Sebelum melanjutkan penjelasannya, guru terlebih dahulu bertanya kepada para siswa, "Anak-anak, *look at the text*. Ada yang tau gak, kata-kata yang berwarna merah itu jenis tensesnya apa?" Para murid terlihat kebingungan, tetapi mereka hanya diam, tidak berani mengungkapkan apa yang ada dalam pikiran mereka. Kemudian guru memancing siswa dengan berkata, "Itu lho, kata-kata yang dipakai untuk menunjukkan masa yang udah terjadi? Masak gak ingat?" Dengan suara pelan, beberapa siswa berkata, "Nggak, Ma'am. Sudah lupa." Para siswa diberitahu bahwa kata-kata dalam warna merah adalah dalam bentuk *simple past tense* dan kata-kata dalam kuning dalam bentuk kata sifat. Sebelum menjeaskan lebih lanjut mengenai generic structure dan lainnya, guru kembali bertanya, "Adakah yang tau generic structure dari teks naratif ini?" Sebagian besar siswa menjawab dengan liris, "Belum tau, Bu". Kemudian mereka dijelaskan mengenai *generic structure* dari teks itu. Setelah mereka tahu *generic*

*structure* teks naratif, mereka diminta untuk menjelaskan ide cerita yang terkandung dalam tiap paragraph. Para siswa terlihat kebingungan meskipun mereka sudah diberi beberapa gambaran oleh gurunya. Kemudian setelah semua siswa bisa mengetahui gambaran ide cerita yang ada dalam teks, mereka diminta untuk menemukan nilai moral yang terdapat di dalam teks. Sebagian besar dari mereka tahu nilai moral teks yang terdapat pada teks.

Guru kemudian meringkas pelajaran. Dia menjelaskan tentang tujuan teks naratif, *generic structure*, dan fitur kebahasaan teks naratif. Tiba-tiba, bel tanda pelajaran berakhir berbunyi. Sebelum menutup kelas, guru bahasa Inggris mengulas dan menjelaskan kembali inti pelajaran pada hari itu. Dia kemudian menutup kelas dengan mengatakan, "*Wassalamualaikum warahmatullahi wabarakatuh.*" Dia menyuruh siswa kembali ke kelas VIIID. Dia mematikan laptop dan proyektor. Kemudian dia mengajak peneliti untuk masuk ke kantor guru.

## **FIELD NOTE 02**

### **PRETEST**

Hari : Senin  
Tanggal : 27 April 2015  
Kegiatan : Pre-test  
Tempat : Kelas VIII D  
Responden : Peneliti  
Para siswa kelas VIII D

Sesuai tanggal yang telah dijadwalkan, pada hari Senin, 27 April 2015, para siswa akan melaksanakan pre-test. Peneliti masuk ke kelas pada jam 10:50 pagi. Rencananya, pre-test akan dilaksanakan dari jam 10:50 pagi sampai jam 11:40 pagi. Ketika peneliti tiba di kelas dengan membawa soal-soal pre-test, para siswa terdengar gaduh. Mereka bertanya kepada peneliti tentang apa yang akan mereka lakukan pada pertemuan hari itu.

Peneliti menjelaskan bahwa mereka akan melaksanakan pre-test, yaitu suatu test awal untuk mengetahui kemampuan awal siswa, khususnya dalam kemampuan membaca. Mereka terlihat tak bersemangat. Soal lalu dibagikan. Setelah semua siswa menerima soal yang harus mereka kerjakan, peneliti menjelaskan cara mengerjakannya. Pertama, mereka harus membaca teks yang ada di soal tersebut, jika ada kata sukar, boleh membuka kamus atau mencari di kamus online. Kemudian mereka diharuskan menjawab soal-soal tersebut.

Mereka dengan sigap langsung mengerjakan soal-soal yang ada. Tetapi beberapa siswa yang tidak membawa kamus, kebingungan. Mereka pun akhirnya meminjam kamus ke perpustakaan. Setelah mendapatkan pinjaman kamus, mereka mengerjakan dengan serius. Tapi mereka sangat terlihat gugup. Beberapa siswa bertanya mengenai kata-kata sukar kepada peneliti, karena mereka tidak menemukan artinya di dalam kamus. Peneliti pun menjawab dan memberitahu artinya.

Ketika sudah 30 menit, para siswa terlihat makin gelisah. Sebagian besar dari mereka mengeluhkan teks yang terlalu sulit untuk dipahami. Tetapi mereka masih terus berusaha menyelesaikan soal-soal yang harus mereka kerjakan. Tapi



ada tiga siswa putra yang kurang aktif. Mereka hanya terdiam dan baru mengerjakan beberapa soal saja. Padahal teman-temannya sudah mendapat hampir separuh dari total soal.

Ketika pukul 11:30, hampir sebagian besar dari para siswa sudah selesai mengerjakan soal-soal tersebut. Salah satu dari mereka mengeluh, “Susah, Miss. Saya ngerjainnya asal-asalan ini, Miss. Habisnya susah.” Kemudian mereka disuruh untuk mengumpulkan pekerjaan mereka. Mereka dengan sigap langsung mengumpulkan pekerjaan mereka. Setelah semua siswa mengumpulkan pekerjaan mereka, mereka masih saja mengeluh. Salah satu siswa berkata, “Miss, itu buat apa to, kok susah banget tesnya?”.

Sebelum kelas ditutup, peneliti menjelaskan tujuan dari pre-test yang telah mereka jalankan. Kemudian peneliti juga menginformasikan bahwa dirinya akan melakukan sebuah penelitian untuk skripsi dengan meminjam siswa kelas VIID. Mereka terlihat girang. Tapi salah satu siswa putri berkata, “Tapi nanti harus yang menyenangkan ya, Miss, kegiatannya? Biar gak bosan.” Mereka juga ditanya mengenai pendapat mereka tentang kegiatan hari ini. Salah satu dari mereka berkata, “Susah, Miss. Soalnya banyak banget, trus bacaannya susah-susah. Gak tau arti-arti dari beberapa kata. Trus gak paham juga teksnya nyeritain apa.”

Peneliti mengucapkan terimakasih kepada para siswa. Kemudian ia menutup kelas dengan salam, “Wassalamualaikum warahmatullahi wabarakatuh.”

### FIELD NOTE 03

Hari : Rabu  
Tanggal : 29 April 2015  
Kegiatan : Pertemuan pertama pada cycle 1  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Pertemuan pertama di cycle 1 dimulai pada hari Rabu, 29 April 2015. Pertama-tama, peneliti membuka kelas dan memeriksa kehadiran siswa. Semua siswa hadir pada hari itu. Kemudian, dua orang siswa diminta untuk membagikan materi yang sudah diprint. Dalam materi itu, ada serangkaian gambar serta teks naratif berjudul "The Milkmaid".

Ketika dua orang siswa itu membagikan materi untuk belajar, peneliti menyalakan laptop dan proyektor yang akan digunakan untuk menampilkan gambar melalui proyektor. Setelah semua siswa menerima materi, mereka diminta untuk melihat dengan cermat dan menebak gagasan utama dari cerita tersebut berdasarkan pada gambar berseri. Mereka terlebih dahulu diminta untuk menebak gagasan utama dari seri gambar. Beberapa siswa mencoba menebak dengan bahasa Indonesia dan Inggris. Kelas tiba-tiba menjadi sangat ramai karena mereka begitu antusias dalam menebak ide dari gambar berseri tersebut. Setelah ada beberapa orang dari mereka yang mencoba untuk menebak gagasan utama dari gambar, mereka kemudian dibimbing untuk menemukan gagasan utama. Mereka terlebih dahulu diminta untuk melihat gambar tersebut sekali lagi, dan kemudian mereka diminta untuk melihat gambar nomor satu. Ketika mereka ditanya tentang gagasan utama dari gambar nomor satu, sebagian besar dari mereka mencoba untuk menjawab. Ada satu orang yang menjawab, "Gambar gadis membawa air, Miss." Lalu ada lagi yang menjawab, "Bukan, Miss. Sepertinya itu bawa kendi tapi isinya susu. Soalnya di gambar yang terakhir itu yang tumpah warna putih, bukan bening air."

Sebagian besar siswa sangat antusias dalam menebak gagasan yang terdapat pada gambar berseri itu. Hanya ada beberapa siswa yang tidak memperhatikan peneliti dan tidak antusias pada kegiatan belajar mengajar. Siswa yang terlihat kurang antusias ini tidak terlalu memperhatikan penjelasan peneliti. Terkadang mereka berbicara dengan teman-temannya. Kemudian, setelah siswa tahu bahwa gambar nomor satu menjelaskan tentang seorang gadis pemerah susu yang sedang berjalan ke pasar, mereka kemudian ditanya tentang gagasan utama gambar berikutnya.

Untuk gambar kedua, sebagian besar siswa setuju bahwa gambar nomor dua menjelaskan tentang gadis pemerah susu yang memiliki keinginan. Keinginannya adalah memiliki banyak anak ayam. Kemudian mereka juga sepakat bahwa gambar nomor tiga menjelaskan tentang keinginan lain dari si gadis pemerah susu, yaitu menjual anak-anak ayam yang dipunyainya. Untuk gambar nomor empat, kebanyakan dari mereka setuju bahwa gambar tersebut menjelaskan tentang keinginan lain dari si gadis pemerah susu, yaitu keinginan untuk memiliki dua ekor kambing. Dan mereka juga berkata bahwa gambar nomor lima juga menjelaskan tentang keinginan gadis pemerah susu, yaitu keinginan untuk memiliki banyak sapi. Kemudian mereka akhirnya tahu bahwa gambar nomor enam menjelaskan tentang keinginan gadis pemerah susu, yaitu memiliki susu yang lebih banyak dari sapi-sapinya. Untuk gambar terakhir, sebagian besar dari mereka mengatakan bahwa gadis pemerah susu jatuh dan kemudian susu itu tumpah.

Setelah gagasan utama dari seri gambar ditemukan, mereka diminta untuk melihat halaman 2. Ada teks naratif berjudul "The Milkmaid". Pada teks itu, beberapa tanda sudah diberikan: kata-kata yang dicetak tebal, kata yang dicetak tebal dan miring, kata yang dicetak miring dan kata yang digarisbawahi.

Pertama-tama, mereka diminta untuk menebak jenis teks. Setelah itu, mereka diminta untuk melihat dan menemukan arti dari kata-kata yang dicetak tebal. Kemudian mereka diminta untuk melihat kata-kata yang dicetak miring dan kata-kata yang dicetak tebal dan miring. Kata-kata yang dicetak miring, dan yang dicetak tebal dan miring, merupakan kata-kata dalam bentuk simple past tense.

Mereka juga dijelaskan tentang arti dari teks naratif dan fitur kebahasaannya serta *generic structure*-nya.

Setelah itu, para siswa diberi pancingan untuk membaca dan memahami teks. Tiga siswa, yang sebelumnya tidak antusias, diminta untuk membaca teks. Kemudian peneliti menyajikan sebuah "*what happened*" *graphic organizer* yang ditulis di papan tulis.

Kemudian peneliti membantu mereka untuk mengisi *the "what happened" graphic organizer*. Sebelumnya, peneliti menjelaskan bagaimana cara mengisinya. Sebagian besar siswa sangat antusias dalam penjelasan tentang cara mengisi *the "what happened" graphic organizer* ini. Mereka mendengarkan penjelasan peneliti dan melihat papan tulis dengan cermat. Kemudian beberapa siswa diminta untuk maju ke depan kelas untuk mengisi *the "what happened" graphic organizer* di papan tulis. Mereka bisa melakukan instruksi dengan baik. Sebagian besar siswa tertarik dengan adanya *the "what happened" graphic organizer* ini, hal itu ditandai dengan adanya perhatian siswa ketika peneliti menjelaskan dan membuat sebuah "*graphic organizer*" di papan tulis.

*The "what happened" graphic organizer* telah selesai diisi. Kemudian peneliti menjelaskan tujuan *the "what happened" graphic organizer*. Peneliti juga menjelaskan urutan membuat *the "what happened" graphic organizer*:

- 1) Cari orientasi atau "siapa, kapan, di mana, apa"
- 2) Cari komplikasi
- 3) Cari resolusi
- 4) Merangkum (mencari nilai moral)

Setelah *the "what happened" graphic organizer* selesai dibuat, mereka diminta untuk menjawab lima pertanyaan. Kemudian pertanyaan-pertanyaan itu dibahas bersama-sama. Sebelum peneliti menutup kelas, dia merangkum isi pelajaran yang telah dilaksanakan, dan meminta siswa untuk membuat enam kelompok untuk pertemuan yang akan datang. Dan peneliti juga meminta setiap siswa untuk membawa bolpoin berwarna, dan meminta masing-masing kelompok untuk mempersiapkan selembar kertas putih untuk kegiatan pada pertemuan yang akan datang.

## FIELD NOTE 04

Hari : Senin  
Tanggal : 11 Mei 2015  
Kegiatan : Pertemuan kedua pada cycle 1  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Pertemuan kedua dilakukan pada Sabtu, 11 Mei, 2015 (40 menit). Setelah peneliti membuka kelas dan memeriksa kehadiran siswa, peneliti membagi kelas menjadi enam kelompok. Para siswa kemudian diminta untuk berkumpul dengan kelompok mereka. Kemudian salah satu siswa diminta untuk membagikan materi. Dalam materi itu, ada teks naratif berjudul "*The boy who cried wolf*" dan ada lima pertanyaan tentang teks tersebut.

Setelah semua siswa berkumpul dengan kelompok mereka, peneliti meminta mereka untuk melihat teks dan menemukan *generic structure* dari teks tersebut dan menuliskannya di selembar kertas. Mereka juga diminta untuk menuliskan fitur gramatikal dari teks tersebut atau menuliskan *simple past tense* dan *simple past continuous tense* di selembar kertas. Setelah itu, mereka diminta untuk menggambar *the "what happened" graphic organizer* dengan bolpoin warna. Mereka begitu antusias dengan tugas tersebut. Mereka mengerjakan tugas dengan bersemangat. Peningkatan semangat mereka juga ditandai dengan adanya siswa yang mulai tidak malu bertanya ketika mereka menemui suatu kesulitan dalam mengerjakan tugasnya. Kemudian mereka mulai membuat *the "what happened" graphic organizer* dalam kelompok. Dalam kelompok mereka, sebagian besar siswa sangat aktif. Hanya ada tiga siswa yang tidak memperhatikan tugas. Mereka tidak antusias meskipun peneliti telah memberikan beberapa panduan dalam membuat *the "what happened" graphic organizer*, misalnya, peneliti membiarkan mereka menggambar apa pun yang mereka inginkan dalam *the "what happened" graphic organizer* (gambar harus berkaitan dengan teks).

Sebelum waktu habis, peneliti meminta mereka untuk mengecek *the “what happened” graphic organizer* yang sudah mereka buat. Mereka juga diminta untuk memberikan komentar terkait kegiatan pada hari itu. Mulanya, semua siswa diam. Kemudian, salah satu siswa berkata, "Sangat mudah, Miss. Saya senang karena saya bisa menggambar apa pun. Saya juga bisa mewarnai pekerjaan saya dengan pewarnaan pena sejak guru bahasa Inggris tidak memungkinkan kita untuk menggunakan pewarna pena. Siswa lain mengatakan, "Ya, Miss. *The graphic organizer* itu mudah untuk dibuat. Tapi pada awalnya, aku bingung tentang cara untuk menentukan orientasi, komplikasi dan resolusi. Kemudian salah satu siswa lainnya mengatakan, "Ini masih sulit bagi saya, Miss. Aku gak tau gagasan utama dari teks.”

Kemudian peneliti meminta mereka untuk membawa pulang *the “what happened” graphic organizer* yang mereka buat, karena ternyata banyak diantara mereka yang belum menyelesaikan tugas mereka. Peneliti juga meminta mereka untuk tetap membawa *the “what happened” graphic organizer* yang telah mereka buat dan mengumpulkannya pada pertemuan berikutnya. Peneliti juga meringkas pelajaran dan meminta saran para siswa. Kelas pun ditutup oleh peneliti dengan mengucapkan terimakasih dan, “Wassalamualaikum warahmatullahi wabarakatuh.”

## FIELD NOTE 05

Hari : Senin  
Tanggal : 18 Mei 2015  
Kegiatan : Pertemuan ketiga pada cycle 1  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Karena tahap JCOT pada pertemuan sebelumnya belum selesai, maka pada pertemuan yang ketiga ini peneliti kembali melakukan tahap JCOT. Sama dengan pertemuan sebelumnya, peneliti membuka kelas dan memeriksa kehadiran siswa. Kemudian peneliti meminta siswa untuk membuka teks mereka (teks naratif berjudul "*The Boy who Cried Wolf*").

Setelah itu, para siswa diminta untuk mengumpulkan the "*what happened*" *graphic organizer* yang telah selesai dikerjakan. Kemudian, setelah semua kelompok mengumpulkan pekerjaan the "*what happened*" *graphic organizer*, mereka diminta untuk menjawab lima pertanyaan yang berkaitan dengan teks yang sama. Para siswa bekerja dengan baik. Mereka menggunakan kamus mereka. Beberapa dari mereka bahkan menggunakan kamus elektronik dan juga kamus online sejak guru bahasa Inggris mengizinkan mereka menggunakan kamus online dengan laptop atau ponsel mereka. Walaupun mereka membuka kamus online, mereka tidak menyalahgunakan kesempatan itu dengan membuka halaman web lainnya. Mereka berfokus pada tugas yang saat itu mereka kerjakan.

Sebelum waktu habis, semua kelompok diminta untuk mengumpulkan jawabannya dari soal-soal tersebut. Dua kelompok belum selesai mengerjakan. Kemudian mereka diberi lima menit lagi untuk menyelesaikan. Setelah lima menit, semua siswa telah menyelesaikan tugas dan mengumpulkannya kepada peneliti. Sebelum kelas ditutup, diadakan sesi tanya jawab tentang kegiatan pembelajaran pada hari itu. Salah satu siswa mengatakan, "Kami bisa dengan mudah melakukan tugas, Miss. Kami tahu gagasan utama dari teks karena kita pakai the *graphic organizer* itu, Miss."

Para siswa kemudian diminta untuk membawa bolpoin berwarna dalam warna yang bebas dan selembar kertas. Mereka harus membawa benda-beda tersebut pada pertemuan berikutnya. Mereka juga dijelaskan bahwa pertemuan berikutnya akan menjadi pertemuan yang menyenangkan karena mereka akan membuat *the “what happened” graphic organizer* secara individual. Sebagian besar dari mereka berteriak gembira ketika beberapa dari mereka mengeluh tentang tugas berikutnya. Kelas ditutup dan kemudian peneliti beserta kolaborator meninggalkan ruangan VIID.



## FIELD NOTE 06

Hari : Jumat  
Tanggal : 22 Mei 2015  
Kegiatan : Pertemuan keempat pada cycle 1  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Pertemuan keempat dilaksanakan pada hari Jumat, 22 Mei 2015. Untuk pertemuan keempat ini, tugas individu telah dipersiapkan untuk setiap siswa. Pertama-tama, peralatan siswa yang akan digunakan untuk melakukan tugas diperiksa. Semua siswa diharuskan membawa kamus, selembar kertas dan setidaknya satu bolpoin warna untuk mewarnai. Ketika peneliti memeriksa peralatan mereka, mereka tampak begitu gugup. Mereka bertanya banyak hal tentang tugas yang akan dilakukan.

Semua siswa dinyatakan telah membawa peralatan mereka sendiri. Maka peneliti memberi mereka serangkaian teks beserta soal, yang terdiri dari empat teks naratif dan dua puluh pertanyaan. Ketika mereka menerima kertas itu, kebanyakan dari mereka mengeluh. Kemudian siswa lain mencoba untuk melihat dan membaca teks dan pertanyaan.

Setelah semua siswa menerima soal dan teks yang dimaksud, mereka diminta untuk melihat dengan teliti pada teks dan soal-soal tersebut. Setelah itu, masing-masing siswa diminta untuk memilih satu teks, dan mereka diminta untuk membuat "*what happened*" *graphic organizer* berdasarkan pada satu teks yang telah mereka pilih. Kemudian mereka harus mengumpulkannya diakhir jam pelajaran bahasa Inggris. Untuk membuatnya menarik, mereka diharuskan untuk menggunakan bolpoin berwarna yang mereka punya untuk mewarnai dan menghiasi the "*what happened*" *graphic organizer* yang mereka buat.

Ketika mereka mendengar bahwa mereka harus menggunakan bolpoin berwarna, mereka terlihat senang dan antusias. Peneliti menjelaskan bahwa mereka bisa membuat dan mendesain the "*what happened*" *graphic organizer*

mereka secara bebas, asalkan desain itu sesuai dengan gagasan utama cerita. Peneliti menjelaskan bahwa mereka harus menjawab pertanyaan-pertanyaan nomor satu sampai dua puluh pada selembar kertas setelah mereka selesai membuat satu "*what happened*" *graphic organizer*". selain itu, peneliti juga menjelaskan bahwa mereka memiliki waktu 70 menit untuk menyelesaikan tugas mereka.

Untuk memperjelas, peneliti sekali lagi menjelaskan tugas yang harus dikerjakan oleh para siswa dan bagaimana cara melakukannya. Setelah itu, semua siswa tampak sibuk. Sebagian besar siswa menulis *the "what happened" graphic organizer* mereka, sementara yang lain sibuk dengan desain "*what happened*" *graphic organizer*. Hanya ada dua siswa yang tampak tidak terlalu antusias. Meskipun mereka tampak tidak terlalu antusias, mereka masih melakukan tugas. Mereka melakukan tugas individual dengan baik, tetapi terlihat lamban daripada yang lain. Peneliti dan kolaborator menjadi pengawas. Mereka mengawasi jalannya kegiatan post-test pada hari itu tes.

Dalam melakukan tugas ini, mereka mencoba untuk serius. Kelas menjadi begitu tenang. Mereka melakukan tugas dengan antusias. Ketika mereka menemukan kesulitan, mereka bertanya kepada peneliti dan kolaborator. Mereka tampak begitu aktif. Ketika mereka menemukan kata yang sulit, hal pertama yang mereka lakukan adalah mencoba untuk mencari arti kata tersebut menggunakan kamus. Jika mereka tidak menemukan arti dari kata apapun, mereka akan bertanya tentang hal itu kepada peneliti. Maka peneliti hanya memberikan beberapa petunjuk. Misalnya, ada seorang mahasiswa yang bertanya, "Miss, dalam teks kedua, ada kata "*the local ruler.*" Apa arti dari *local ruler*? Saya tidak bisa menemukan artinya dalam kamus. Peneliti hanya memberikan petunjuk ini, "*local ruler* adalah orang yang memiliki kekuatan untuk memerintah suatu daerah. Dalam paragraf satu, ada kata atau sebutan yang mengacu pada "*local ruler*". Apakah kamu tahu arti dari "*local ruler*"? "Beberapa siswa berteriak bersama-sama," Raja, Miss. "

Setelah enam puluh menit, mereka diberitahu bahwa mereka memiliki sepuluh menit lagi untuk menyelesaikan tugas. Mereka langsung mengeluh.

Kemudian mereka mencoba untuk menyelesaikan tugas mereka sesegera mungkin dan sebaik mungkin. Ketika waktu habis, mereka semua telah menyelesaikan tugasnya dan mengumpulkannya kepada peneliti. Setelah semua siswa telah mengumpulkan tugas, mereka diminta untuk memberikan komentar, keluhan, atau saran tentang tugas yang mereka hadapi hari ini. Mereka diam. Seorang siswa mengatakan, "Pertanyaannya sebenarnya mudah dijawab, Miss. Tapi pembuatan *the "what happened" graphic organizer* itu butuh waktu lama." Kata siswa lain, "Ya, Miss. Itu benar. Kami butuh waktu lama untuk membuat *the "what happened" graphic organizer*. Menurut pendapat saya, pertanyaan-pertanyaannya mudah untuk dijawab karena kita sudah tahu ide utama dari setiap teks berdasarkan *the graphic organizer*." Kemudian salah satu siswa lain menambahkan, " Itu benar, Miss. Kita bisa menjawab pertanyaan-pertanyaan dengan mudah karena kita sudah tahu ide masing-masing teks ketika kita membuat penyelenggara grafis. Tapi, ya, kami butuh waktu lama untuk membuat *the graphic organizer*. Trus, menurut pendapat saya, kegiatannya gak terlalu menarik. Kami cuman nggambar aja. " Setelah tiga siswa memberikan komentar mereka, mereka dijelaskan bahwa mereka akan memiliki aktivitas yang menarik pada pertemuan minggu depan.

Mereka juga diberitahu bahwa mereka harus tetap bekerja dalam kelompok yang sama dengan kelompok yang kemarin untuk pertemuan berikutnya. Mereka juga diberitahu bahwa setiap kelompok harus mempersiapkan kertas yang tidak terpakai (kertas kalender yang tidak terpakai, karton yang tidak terpakai, dan sebagainya), kertas putih, bolpoin warna atau spidol warna, lem dan gunting. Ketika mereka dijelaskan mengenai tugas dan peralatan yang harus dibawa, mereka tampak bahagia. Mereka juga diberitahu bahwa setiap siswa harus membawa kamus. Setelah tugas untuk pertemuan berikutnya dijelaskan, kelas ditutup oleh peneliti.

## FIELD NOTE 07

Hari : Sabtu  
Tanggal : 23 Mei 2015  
Kegiatan : Pertemuan pertama pada cycle 2  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Pertemuan pertama pada siklus kedua diadakan pada hari Sabtu, 23 Mei 2015. Pertama-tama, peneliti memeriksa kehadiran dan peralatan para siswa. Semua kelompok telah membawa peralatan dan bahan mereka butuhkan. Mereka semua membawa selembar kertas yang tidak terpakai, ada pula yang membawa selembar koran yang tidak terpakai, selembar kertas putih, lem, gunting dan bolpoin warna atau stabilo dan ada yang membawa spidol warna.

Setelah semua kelompok telah siap untuk melaksanakan tugas selanjutnya, setiap kelompok kemudian diberi selembar kertas yang berisi sebuah teks naratif berjudul "*The Ant and the Grasshopper*". Di dalam kertas itu, ada sebuah teks naratif dan juga ada lima pertanyaan. Ketika mereka menerima kertas itu, sebagian besar siswa mengeluh. Mereka berkaya bahwa teks itu terlalu sulit bagi mereka. Mereka juga bertanya tentang tugas yang akan dilakukan selanjutnya.

Kemudian mereka diberi petunjuk tentang cara untuk melakukan tugas kelompok. Mereka terlebih dahulu diminta untuk membuat *the "what happened" graphic organizer* berdasarkan pada teks dalam selembar kertas putih. Setelah itu, mereka harus memotongnya dan kemudian menempelkannya pada selembar kertas yang tidak terpakai atau sepotong koran yang tidak terpakai. Untuk membantu para siswa, sebuah slideshow powerpoint disajikan. Dalam slideshow powerpoint itu, ada serangkaian gambar dari teks naratif berjudul "*The Ant and Grasshopper*".

Setelah mereka mengerti langkah-langkah tugas yang harus mereka kerjakan, mereka mulai membuatnya dengan serius. Beberapa dari mereka tampak sibuk dengan kertas dan bolpoin warnanya. Semua siswa melakukan tugas. Peneliti bersama dengan kolaborator mengamati kegiatan mereka. Jika siswa

memiliki kesulitan, peneliti dan kolaborator akan membantu mereka. Misalnya, ketika ada seorang siswa yang masih tidak mengerti tentang cara untuk melakukan tugas, kolaborator membantu peneliti dalam menjelaskan langkah-langkah pembuatan tugas.

Tiga puluh menit berlalu, dan mereka belum selesai mengerjakan tugasnya. Mereka masih sibuk dengan tugasnya. Beberapa dari mereka telah memotong-motong the *graphic organizer* yang telah selesai dibuat. Mereka sangat kreatif. Meskipun peneliti tidak meminta mereka untuk membawa beberapa kertas berwarna, beberapa dari siswa membawanya ke kelas untuk menghiasi the “*what happened*” *graphic organizer* yang mereka buat.

Setelah enam puluh menit, mereka semua telah selesai membuat the “*what happened*” *graphic organizer*. Kemudian mereka diminta untuk melakukan tugas berikutnya, yaitu menjawab lima pertanyaan yang ada di bawah teks. Mereka harus menyelesaikannya hanya dalam lima belas menit. Mereka pertama-tama mengeluh, tapi kemudian mereka melakukannya dengan serius dan teliti.

Lima belas menit berlalu, dan semua kelompok telah menyelesaikan pekerjaan mereka. Mereka kemudian diminta untuk mengumpulkan tugasnya ke depan (ke meja guru). Pada akhir pertemuan, mereka ditanya tentang kesan atau keluhan mereka selama kegiatan pada hari itu. Mereka pertama-tama diam. Tapi kemudian beberapa dari mereka berkata bahwa kegiatan ini menarik, dan mereka menikmati kegiatan tersebut. Mereka menikmati belajar dengan kegiatan menarik seperti menggambar dan menempel. Salah satu siswa berkata, “Kegiatannya kali ini lebih menyenangkan dibanding yang kemarin, Miss. Saya suka yang sekarang.”

Peneliti kemudian mengatakan kepada siswa bahwa mereka akan memiliki posttest atau tugas individu untuk pertemuan berikutnya. Dan untuk pertemuan berikutnya, mereka harus mempersiapkan selembar kertas putih, selembar kertas yang tidak terpakai, lem, kertas berwarna, dan bolpoin berwarna atau spidol warna. Mereka tampak begitu senang dengan pengumuman ini. Kelas kemudian ditutup oleh peneliti dengan do’a.

## FIELD NOTE 08

Hari : Senin  
Tanggal : 25 Mei 2015  
Kegiatan : Pertemuan kedua pada cycle 2  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Pertemuan kedua pada siklus 2 dilaksanakan pada Senin, 25 Mei, 2015. Pertemuan kedua ini berlangsung selama empat puluh menit. Setelah kelas dibuka, peneliti memeriksa kehadiran siswa. Semua siswa hadir pada hari itu. Kemudian, peralatan siswa juga diperiksa, , karena di pertemuan yang sebelumnya mereka telah diminta untuk membawa selembar kertas putih, selembar kertas yang tidak terpakai atau selembar terpakai koran, lem, kertas berwarna dan bolpoin warna atau spidol warna. Semua siswa membawa peralatan mereka secara individual. Kelas VIID terlihat sangat kompak. Ketika pada hari itu ada beberapa siswa yang tidak membawa kertas yang tidak terpakai, dan kemudian ada siswa yang membawa dua atau lebih kertas yang tidak terpakai, mereka dengan sukarela memberi temannya, sehingga semua siswa kemudian memiliki peralatan mereka sendiri.

Setelah semua siswa bersiap-siap, mereka diberi beberapa lembar kertas yang terdiri dari beberapa teks naratif dan dua puluh pertanyaan. Ketika mereka pertama mendapat kertas, mereka mengeluh. Mereka mengatakan bahwa pertanyaannya terlalu banyak dan mereka tampaknya tidak bisa mengerjakannya. Kemudian peneliti menjelaskan bahwa mereka harus membuat *the “what happened” graphic organizer* berdasarkan teks. Mereka harus membuat empat *the “what happened” graphic organizer*, tetapi mereka harus mengumpulkan satu saja. Mereka harus mengumpulkan satu *“what happened” graphic organizer* dan harus menghiasnya dengan peralatan yang mereka punya, semisal kertas yang tidak terpakai, pensil warna, dan kertas berwarna. Untuk membuat *graphic organizer* yang lebih menarik, mereka dibebaskan menghias *the graphic*

*organizer* mereka dengan beraneka macam peralatan dan bahan yang mereka punya. Dalam membuatnya, mereka tidak diizinkan untuk meminjam peralatan dari siswa lain, dan mereka tidak diperbolehkan untuk melakukan kecurangan dalam tes ini.

Kemudian mereka mulai membuat *graphic organizer*. Semua siswa menjadi sangat sibuk. Kebanyakan dari mereka sibuk dengan mereka. Sebagian besar dari mereka terlebih dahulu menuliskan *graphic organizer* di selembar kertas putih, tetapi beberapa siswa lain ada yang terlebih dahulu memotong beberapa kertas berwarna untuk menghias *graphic organizer*nya walaupun mereka belum membuatnya.

Karena pertemuan ini berlangsung selama empat puluh menit saja, sebagian besar dari mereka belum menyelesaikan *graphic organizer* mereka. Ketika waktu habis, para siswa diminta untuk mengumpulkan pekerjaannya. Kemudian mereka diberitahu untuk membawa peralatan mereka (kertas yang tidak terpakai, kertas putih, bolpoin warna/ pensil warna, dan kertas berwarna) pada pertemuan berikutnya. Mereka senang karena dalam pertemuan berikutnya mereka masih memiliki kesempatan untuk menyelesaikan pekerjaannya, karena kebanyakan dari mereka belum menyelesaikan tugasnya. Kelas akhirnya ditutup oleh peneliti.

## FIELD NOTE 09

Hari : Jumat  
Tanggal : 29 Mei 2015  
Kegiatan : Pertemuan ketiga pada cycle 2  
Tempat : Kelas VIII D  
Responden : Peneliti  
Kolaborator  
Para siswa kelas VIII D

Pertemuan ketiga dilaksanakan pada hari Jumat, 29 Mei 2015. Untuk membuka kelas, peralatan dan juga kehadiran siswa diperiksa. Semua siswa hadir pada hari itu dan mereka semua membawa peralatan mereka sendiri. Setelah siswa bersiap-siap untuk melanjutkan posttest, mereka diberi pekerjaan mereka yang belum selesai. Mereka harus menyelesaikannya dalam tiga puluh menit. Mereka kemudian mulai menyelesaikannya.

Sebagian besar dari mereka masih sibuk dengan *graphic organizer* mereka, sementara beberapa siswa sudah mencoba untuk menjawab pertanyaan-pertanyaan yang ada. Para siswa membuat *graphic organizer* dengan sangat kreatif dan bagus. Selain mewarnai menggunakan bolpoin warna atau spidol, mereka menggunakan kertas berwarna untuk menghiasinya. Mereka bahkan menciptakan beberapa dekorasi dari kertas-kertas berwarna yang kemudian ditempelkan pada *graphic organizer*nya.

Ketika mereka diminta untuk menyelesaikan pekerjaan mereka dalam tiga puluh menit, mereka tidak membuang-buang waktu. Mereka bekerja secepat mungkin. Mereka mencoba untuk menyelesaikannya dengan baik. Beberapa siswa yang memiliki kesulitan dengan beberapa kata-kata baru atau sulit kadang-kadang disibukkan dengan kamusnya. Tetapi jika mereka tidak menemukannya di kamus mereka, mereka akan meminta peneliti dan kolaborator tersebut. Peneliti dan kolaborator kemudian hanya memberi mereka satu atau beberapa petunjuk tentang arti dari kata-kata yang sulit tersebut.

Tiga puluh menit berlalu dan mereka diminta untuk berhenti membuat *graphic organizer*. Semua siswa telah selesai membuat *graphic organizer*. Beberapa dari mereka hanya membuat penyelenggara grafis dalam bentuk yang sangat



seederhana (mereka tidak membuat dekorasi apapun), tetapi sebagian besar siswa menempelkan hiasan pada grapic organizer mereka. Para siswa kemudian diminta untuk menjawab pertanyaan yang ada pada selembar kertas. Mereka diberi empat puluh menit untuk menyelesaikannya. Untuk menjawab pertanyaan-pertanyaan, mereka, mereka boleh melihat grapic organizer grafik mereka. Mereka menjawab pertanyaan-pertanyaan secara individual. Mereka tidak melakukan kecurangan di posttest kedua ini.

Empat puluh menit berlalu. Semua siswa telah selesai mengerjakan soal yang ada. Mereka kemudian diminta untuk mengumpulkan grapic organizer dan lembar jawaban. Sebelum kelas ditutup, para siswa diminta untuk memberikan komentar tentang kegiatan selama siklus kedua. Sebagian besar dari mereka setuju bahwa siklus kedua lebih menarik daripada yang siklus pertama, karena mereka bisa membuat grapic organizer mereka dengan berbagai cara yang kreatif menggunakan pensil warna, bolpoin warna, kertas berwarna dan kertas yang tidak terpakai. Salah satu dari mereka mengatakan bahwa setelah dia menggunakan grapic organizer, dia bisa memahami teks lebih cepat daripada sebelumnya. Kemudian siswa lain juga mengatakan bahwa dia bisa menikmati belajar bahasa Inggris, terutama ketika dia bertemu dengan teks bahasa Inggris. Salah satu siswa berkata, “Sangat menyenangkan, Miss. Karena disini saya bisa berkreasi dengan kertas bekas semacam koran bekas. Dengan gambar ini juga saya bisa mengerjakan soal dengan lebih cepat. Bisa tau inti cerita dengan lebih cepat juga, Miss.” Sebelum mengakhiri kelas, peneliti melakukan refleksi mengenai pembelajaran dan aktifitas yang telah dilakukan selama ini, yaitu pengenalan pada *graphic organizer*.

#### BLUEPRINT FOR QUESTIONNAIRE

##### Information of the students :

School name : SMP N 1 Berbah  
Class : VIII D  
School year : 2014/2015  
The number of student : 31 students  
Age : 14 years old – 15 years old  
Proficiency level : Intermediate  
Economic status (of parents) : Civil servants 30%  
Labor 40%  
Employee 30%

#### BLUEPRINT FOR QUESTIONNAIRE

No	Variable	Indicator	Questions
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1.	<p>Intrinsic aspect</p> <p>a. Intrinsic innovation Brown (2001:79)</p>	<ul style="list-style-type: none"> <li>- Learner-centered, personal goal-setting, individualization resulting in self-esteem, self-actualization and decide for self.</li> </ul>	<ul style="list-style-type: none"> <li>• Saya menyukai pelajaran bahasa Inggris.</li> <li>• Saya menyukai/berminat membaca bacaan/teks bahasa Inggris.</li> <li>• Saya membaca bacaan/teks bahasa Inggris tanpa harus disuruh oleh guru.</li> <li>• Saya mempunyai cara tersendiri dalam meningkatkan kemampuan membaca teks bahasa Inggris di kelas.</li> </ul>
	<p>b. Reading procedure (using SQ3R) Brown (2001:315)</p>	<ul style="list-style-type: none"> <li>- Skim the text for an overview of main ideas</li> <li>- Ask questions to teacher about the text</li> <li>- Read text while looking for answers to the previously formulated questions</li> <li>- Reprocess salient points of the text through oral/written language</li> <li>- Assess the importance of what has just read and incorporate it into long-term association</li> </ul>	<ul style="list-style-type: none"> <li>• Dalam membaca teks bahasa Inggris, saya membaca teks dengan singkat dan cepat untuk menemukan gagasan utama/ide pokok bahasan.</li> <li>• Dalam membaca teks bahasa Inggris, saya bertanya kepada guru tentang sesuatu yang belum dipahami dari teks tersebut.</li> <li>• Dalam menjawab pertanyaan terkait dengan bacaan/teks, saya melihat kembali teks yang disuguhkan.</li> <li>• Saya mengutarakan hal-hal penting/ide pokok bahasan dalam teks dalam bahasa oral maupun tertulis.</li> <li>• Setelah membaca teks bacaan bahasa Inggris, saya menghubungkan nilai yang terkandung didalam teks dengan kehidupan sehari-hari saya.</li> </ul>

2.	Extrinsic aspect a. Teaching technique by the teacher. Brown (2001:313)	- Creating the interesting and relevant reading technique and activities in the classroom.	<ul style="list-style-type: none"> <li>• Guru bahasa Inggris di kelas saya menggunakan teknik mengajar yang menyenangkan dan mudah untuk diikuti.</li> <li>• Guru bahasa Inggris di kelas saya menggunakan media yang menarik (misal: gambar berwarna, poster, dll).</li> <li>• Guru bahasa Inggris di kelas saya memberi kegiatan kelas yang menyenangkan (misal: permainan, menyanyi, dll)</li> </ul>
	b. Encouragement in developing the reading strategy by the teacher. Brown (2001:314)	- Providing some interactive and encouraging reading strategies.	<ul style="list-style-type: none"> <li>• Guru bahasa Inggris di kelas saya memperkenalkan saya pada beberapa cara untuk meningkatkan kemampuan membaca teks bahasa Inggris.</li> <li>• Guru bahasa Inggris di kelas saya memberi semangat dan arahan untuk membaca teks bacaan bahasa Inggris dengan benar.</li> </ul>
	c. Teaching materials by the teacher. Brown (2001:314)	- Providing authentic, appropriate and readable texts.	<ul style="list-style-type: none"> <li>• Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris yang mudah untuk dipahami.</li> <li>• Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris dalam bentuk teks asli (misal: asli dari Koran, majalah, buku teks, tanpa diedit).</li> <li>• Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris yang topiknya sesuai untuk siswa SMP.</li> </ul>

	d. Evaluation by the teacher Brown (2001:315)	- Doing some evaluative aspects to assess techniques.	<ul style="list-style-type: none"> <li>• Guru bahasa Inggris di kelas saya memberikan arahan/menyuruh saya untuk menjawab pertanyaan setelah guru selesai memberi penjelasan.</li> <li>• Guru bahasa Inggris di kelas saya memberikan arahan/menyuruh saya untuk merangkum atau menyimpulkan isi bacaan atau ide pokok bahasan bacaan.</li> <li>• Guru bahasa Inggris di kelas saya memberikan arahan/menyuruh saya untuk menjelaskan atau mengemukakan nilai-nilai yang terkandung dalam teks bacaan.</li> </ul>
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#### LEMBAR KUESIONER

*Lembar kuesioner ini dibuat untuk menggali informasi mengenai siswa dan juga mengenai kegiatan pembelajaran Bahasa Inggris yang terjadi pada masing – masing siswa maupun yang terjadi di dalam kelas. Di dalam kuesioner ini, tidak ada jawaban benar maupun salah. Kuesioner ini juga tidak mempengaruhi nilai Bahasa Inggris para siswa, maka dari itu para siswa diharapkan bisa menjawab kuesioner ini dengan sejujur-jujurnya dan selengkap-lengkapny.*

*Terimakasih ☺*

Nama :  
Kelas/nomor absen :  
Usia :  
Alamat :  
Jarak rumah ke sekolah :  
Nama wali :  
Pekerjaan wali :  
Pendapatan wali/bulan :

#### **Instruksi:**

Berikan tanda checklist (√) pada pilihan yang sesuai dengan kondisi Anda saat ini.

SS :Sangat setuju  
S :Setuju  
KS :Kurang setuju  
TS :Tidak setuju

STS :Sangat tidak setuju

No.	Pertanyaan	Jawaban				
		S	S	K	T	ST
1.	Saya menyukai/berminat membaca bacaan/teks bahasa Inggris.					
2.	Saya membaca bacaan/teks bahasa Inggris tanpa harus disuruh oleh guru.					
3.	Saya mempunya cara tersendiri dalam meningkatkan kemampuan membaca teks bahasa Inggris di kelas.					
4.	Dalam membaca teks bahasa Inggris, saya membaca teks dengan singkat dan cepat untuk menemukan gagasan utama/ide pokok bahasan.					
5.	Dalam membaca teks bahasa Inggris, saya bertanya kepada guru tentang sesuatu yang belum dipahami dari teks tersebut.					
6.	Dalam menjawab pertanyaan terkait dengan bacaan/teks, saya melihat kembali teks yang disuguhkan.					
7.	Saya mengutarakan hal-hal penting/ide pokok bahasan dalam teks dalam bahasa oral maupun tertulis.					
8.	Setelah membaca teks bacaan bahasa Inggris, saya menghubungkan nilai yang terkandung didalam teks dengan kehidupan sehari-hari saya.					
9.						
10.	Guru bahasa Inggris di kelas saya menggunakan teknik mengajar yang menyenangkan dan mudah untuk diikuti.					
11.	Guru bahasa Inggris di kelas saya menggunakan media yang menarik (misal: gambar berwarna, poster, dll).					
12.	Guru bahasa Inggris di kelas saya memberi kegiatan kelas yang menyenangkan (misal: permainan, menyanyi, dll)					
13.	Guru bahasa Inggris di kelas saya memperkenalkan saya pada beberapa cara untuk meningkatkan kemampuan membaca teks bahasa Inggris.					

14	Guru bahasa Inggris di kelas saya memberi semangat dan arahan untuk membaca teks bacaan bahasa Inggris dengan benar.					
15	Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris yang mudah untuk dipahami.					
16	Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris dalam bentuk teks asli (misal: asli dari Koran, majalah, buku teks, tanpa diedit).					
17	Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris yang topiknya sesuai untuk siswa SMP.					
18	Guru bahasa Inggris di kelas saya memberikan arahan/menyuruh saya untuk menjawab pertanyaan setelah guru selesai memberi penjelasan.					
19	Guru bahasa Inggris di kelas saya memberikan arahan/menyuruh saya untuk merangkum atau menyimpulkan isi bacaan atau ide pokok bahasan bacaan.					
20	Guru bahasa Inggris di kelas saya memberikan arahan/menyuruh saya untuk menjelaskan atau mengemukakan nilai-nilai yang terkandung dalam teks bacaan.					

**Pernyataan:**

Lembar kuesioner ini saya isi dengan jawaban yang sejujur-jujurnya dan sebenar-benarnya sesuai dengan kondisi saya saat ini.

**Kolom tanda tangan & nama terang:**

(.....)



#### ANALISIS BUTIR SOAL KUESIONER

No. Soal	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
SS					2						3		4	2		2 4	2	1	5
S	3 8	1 5		3 7	2 6	2 2	4		2 8	3 1	2 1	2	2 6	4		7	2 5	2 8	2 0
KS	2 8	1 6	1 3	1 7	3	6		2	3		7	2 9	1	1 4	1 3		4	2	6
TS			1 8	1 1		3	2 7	2 9						1 1	1 8				
STS																			
<b>TOTAL</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>	<b>3 1</b>

Kesimpulan:

- Jawaban siswa di kolom TS (Tidak Setuju) terbanyak ada pada nomor soal 4 (Saya mempunyai cara tersendiri dalam meningkatkan kemampuan membaca teks bahasa Inggris di kelas.), 5 (Dalam membaca teks bahasa Inggris, saya membaca

teks dengan singkat dan cepat untuk menemukan gagasan utama/ide pokok bahasan.), 7 (Saya mengutarakan hal-hal penting/ide pokok bahasan dalam teks dalam bahasa oral maupun tertulis.), 8 (Setelah membaca teks bacaan bahasa Inggris, saya menghubungkan nilai yang terkandung didalam teks dengan kehidupan sehari-hari saya.), 14 (Guru bahasa Inggris di kelas saya memberi semangat dan arahan untuk membaca teks bacaan bahasa Inggris dengan benar.), 15 (Guru bahasa Inggris di kelas saya memberikan teks bacaan bahasa Inggris yang mudah untuk dipahami.) Hal tersebut menunjukkan bahwa siswa tidak bisa langsung menemukan ide pokok bahasan dalam suatu teks dengan cepat dan siswa tidak mempunyai cara khusus dalam meningkatkan kemampuan membaca. Siswa juga cenderung belum bisa mengaitkan nilai yang terkandung didalam teks dengan kehidupan sehari-harinya.

**THE COURSE GRID OF THE READING COMPREHENSION SKILL FOR GRADE VIIID OF SMP N 1 BERBAH  
(CYCLE 1)**

School : SMP N 1 Berbah  
Class : VIII D  
Year : 2014/2015  
Semester : II (two)

**A. MEETING 1**

**1. Standard competence**

To comprehend the meaning of simple short essays in the form of narrative which are related to the surrounding environment.

**2. Basic competence**

To respond to the meaning and rhetorical steps in simple short essays in the form of narrative which are related to the surrounding area accurately, fluently, and appropriately

**3. Indicators**

Students are able to:

- a. identify the purpose of the narrative text
- b. identify the generic structure of the narrative text
- c. identify the language features used in the narrative text

Materials		Teaching and learning activities	Assessment		Time Allocation	Sources
Grammar	Vocabulary		Technique	Instrument		
Simple past tense Past continuous tense	milkmaid carried jug chicks backyard grown thoughts skip tripped spilt cried	<b>Opening:</b> <ul style="list-style-type: none"> <li>- The teacher greets the students</li> <li>- The teacher checks students' attendance list</li> <li>- The teacher checks students' readiness</li> </ul> <b>A. Building the Context</b> <ol style="list-style-type: none"> <li>1. The teacher presents the picture series about "The Milkmaid" story.</li> <li>2. Students are asked to predict the content of the story by looking at the picture series.</li> <li>3. Students are asked to find the same text type (the narrative text) in their own</li> </ol>	Written	The reading comprehension task	2 x 40 minutes (1 meeting)	100 moral stories (ebook)

		<p>culture.</p> <p><b>B. Modeling and deconstructing the text</b></p> <ol style="list-style-type: none"> <li>1. Students are asked to read the text carefully and find the meaning of difficult words by using their dictionary.</li> <li>2. Students are asked to explore the language feature of the text.</li> <li>3. In discussing the generic structure of the text, students are introduced to the graphic organizer. Then, together with the teacher, they fill the graphic organizer presented by the teacher on the white board.</li> <li>4. Students are asked to answer some questions related to the text.</li> </ol>				
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		<b>Closing:</b> <ul style="list-style-type: none"> <li>- The teacher gives conclusions about the material that have been learnt</li> <li>- The teacher tells the students' difficulties in understanding the material</li> <li>- The teacher encourages the students to keep study at home</li> </ul>				
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## B. MEETING 2

### 1. Standard competence

To comprehend the meaning of simple short essays of narrative which are related to the surrounding environment.

### 2. Basic competence

To respond to the meaning and rhetorical steps in simple short essays of narrative which are related to the surrounding area

accurately, fluently, and appropriately

### 3. Indicators

Students are able to:

- a. explore the generic structure of the narrative text
- b. explore the language features used in the narrative text

Materials		Teaching and learning activities	Assessment		Time Allocation	Sources
Grammar	Vocabulary		Technique	Instrument		
Simple past tense Past continuous	shepherd villagers nearby attacked	<b>Opening:</b> - The teacher greets the students - The teacher checks students' attendance list	Written	Impromptu reading plus comprehension test	2 x 40 minutes (1 meeting)	Teaching with Aesop's Fable

tense	loudly raced fall turn roll silly ate	<p>- The teacher checks students' readiness</p> <p><b>C. Joint construction of the text</b></p> <p>1. The teacher divides the class into six groups.</p> <p>2. Each group will get a narrative text entitled "The boy who cried wolf"</p> <p>3. In their group, students are asked to look for the meaning of difficult words and fill the graphic organizer (one graphic organizer template for each group).</p> <p>4. In their group, students are asked to find the generic structure of the text.</p>				
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		<p>5. In their group, the students are asked to underline the grammatical features of the text</p> <p>6. The students are asked to answer some questions related to the text.</p> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- The teacher gives conclusions about the material that have been learnt</li> <li>- The teacher tells the students' difficulties in understanding the material</li> <li>- The teacher encourages the students to keep study at home</li> </ul>				
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### C. MEETING 3

#### 1. Standard competence

To comprehend the meaning of simple short essays of narrative which are related to the surrounding environment.

#### 2. Basic competence

To respond to the meaning and rhetorical steps in simple short essays of narrative which are related to the surrounding area

accurately, fluently, and appropriately

#### 3. Indicators

Students are able to:

- a. identify the generic structure of the narrative text
- b. identify the language features used in the narrative text

Materials		Teaching and learning activities	Assessment		Time Allocation	Sources
Grammar	Vocabulary		Technique	Instrument		
Simple past tense Past continuous		<b>Opening:</b> <ul style="list-style-type: none"> <li>- The teacher greets the students</li> <li>- The teacher checks students' attendance list</li> </ul>	Written	Impromptu reading plus comprehension test	2 x 40 minutes (1 meeting)	100 moral stories

tense		<p>- The teacher checks students' readiness</p> <p><b>D. Independent construction of the text</b></p> <p>1. The students are given some narrative texts with some questions related to the texts. Then the students are asked to make the graphic organizer individually based on some narrative texts given by the teacher. The could use their dictionary to look for the meaning of some difficult words.</p> <p>2. Students are asked to underline the grammatical features of each text individually.</p> <p>3. With the help of the graphic organizer, the students are asked to answer some questions related to the texts individually.</p> <p><b>Closing:</b></p> <p>- The teacher gives conclusions about the</p>				
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		<p>material that have been learnt</p> <ul style="list-style-type: none"> <li>- The teacher tells the students' difficulties in understanding the material</li> <li>- The teacher encourages the students to keep study at home</li> </ul>				
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**THE COURSE GRID OF THE READING COMPREHENSION SKILL FOR VIII D CLASS OF SMP N 1 BERBAH  
(CYCLE 2)**

School : SMP N 1 Berbah  
Class : VIII D  
Year : 2014/2015  
Semester : II (two)

**D. MEETING 1**

**4. Standard competence**

To comprehend the meaning of simple short essays in the form of narrative, which are related to the surrounding environment.

**5. Basic competence**

To respond to the meaning and rhetorical steps in simple short essays in the form of narrative which are related to the surrounding area accurately, fluently, and appropriately

**6. Indicators**

Students are able to:

- d. Identify the structure of the narrative text
- e. identify the grammatical features of narrative text

Materials		Teaching and learning activities	Assessment		Time Allocation	Sources
Grammar	Vocabulary		Technique	Instrument		
Simple past tense Past continuous tense	leaped toiled hoisted gathering turned burrowed content shivered starving	<b>Opening:</b> <ul style="list-style-type: none"> <li>- The teacher greets the students</li> <li>- The teacher checks students' attendance list</li> <li>- The teacher checks students' readiness</li> <li>- The teacher asks students to sit down in their group</li> </ul> <b>Joint Construction of the text</b> <ol style="list-style-type: none"> <li>1. The teacher divides the class into eight groups.</li> <li>2. Each group will get a narrative text entitled "The ant and the grasshopper"</li> </ol>	Written	The reading comprehension task	2 x 40 minutes (1 meeting)	100 moral stories (ebook)

		<p>3. In their group, students are asked to fill the graphic organizer (one graphic organizer template for each group).</p> <p>In making the graphic organizer, the students are asked to use the unused paper to make their graphic organizer</p> <p>4. In their group, students are asked to find the generic structures of the text.</p> <p>5. In their group, students are asked to underline the grammatical feature of the text</p> <p>6. Students are asked to answer some questions related to the text.</p> <p>7. Students together with the teacher discuss and answer the questions</p>				
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		<b>Closing:</b> <ul style="list-style-type: none"> <li>- The teacher gives conclusions about the material that have been learnt</li> <li>- The teacher tells the students' difficulties in understanding the material</li> <li>- The teacher encourages the students to keep study at home</li> </ul>				
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## MEETING 2

### 1. Standard competence

To comprehend the meaning of simple short essays in the form of narrative, which are related to the surrounding environment.

### 2. Basic competence

To respond to the meaning and rhetorical steps in simple short essays in the form of narrative which are related to the surrounding area accurately, fluently, and appropriately

### 3. Indicators

Students are able to:

- a. Identify the structure of the narrative text individually
- b. identify the language features used in the narrative text individually

Materials		Teaching and learning activities	Assessment		Time Allocation	Sources
Grammar	Vocabulary		Technique	Instrument		
Simple past tense		<b>Opening:</b> - The teacher greets the students	Written	The reading comprehension	2 x 40 minutes (1	100 moral stories

Past continuous tense		<ul style="list-style-type: none"> <li>- The teacher checks students' attendance list</li> <li>- The teacher checks students' readiness</li> <li>- The teacher asks students to sit down in their group</li> </ul> <p><b>Independent Construction of the text</b></p> <ol style="list-style-type: none"> <li>1. The teacher gives the narrative text to students</li> <li>2. Students are asked to read the text carefully.</li> <li>3. Students are asked to explore the language features of the text (find the difficult words and look for the definitions, find the generic structure of the text)</li> <li>4. Students are asked to make the graphic organizer by using the unused paper they've brought. In making the graphic</li> </ol>		task	meeting)	(ebook) English UN 2013
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		<p>organizer, they were asked to write the generic structure of the text, the main idea of the whole text and the moral of the story.</p> <p>5. Students are asked to answer some questions related to the text.</p> <p><b>Closing:</b></p> <ul style="list-style-type: none"> <li>- The teacher tells the students' difficulties in understanding the material.</li> <li>- The teacher encourages the students to keep study at home</li> </ul>				
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## **RENCANA PELAKSANAAN PEMBELAJARAN**

### **SIKLUS 1**

Nama sekolah : SMP N 1 Berbah  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ 2  
Pertemuan ke : 1, 2, 3 dan 4  
Alokasi Waktu : 6 x 40 menit  
Aspek/ skill : Reading

1. Standar Kompetensi :

Memahami makna teks monolog/esei berbentuk report, narrative dan analytical exposition secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

2. Kompetensi Dasar :

Merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: narrative.

3. Tujuan Pembelajaran :

Siswa dapat memahami teks narrative pendek.

4. Indikator :

Diakhir pelajaran, siswa dapat:

- a. Mengidentifikasi tujuan teks naratif
- b. Mengidentifikasi generic structure dari teks naratif
- c. Mengidentifikasi fitur kebahasaan yang digunakan pada teks naratif
- d. Membuat graphic organizer secara kelompok
- e. Membuat graphic organizer secara individual

## 5. Materi Pembelajaran :



### The Milkmaid

Once upon a time, a **milkmaid** was on her way to the market to sell some milk from her cow. When she **carried** the large **jug** of milk on top of her head, she **began** to dream of all the things she **could** do after selling the milk. "With that money, I'll buy a hundred **chicks** to rear in my **backyard**. When they are fully grown, I can sell them at a good price at the market."

When she **walked on**, she continued dreaming, "Then I'll buy two young goats and rear them on the grass close by. When they are fully grown, I can sell them at an even better price!" Still dreaming, she **said** to herself, "Soon, I'll be able to buy another **cow**, and I will have more milk to sell. Then I shall have even more **money**..."

With these happy **thoughts**, she **began** to **skip** and **jump**. Suddenly she **tripped** and **fell**. The jug **broke** and all the milk **spilt** onto the ground. No more dreaming now, she sat down and cried.

*Adapted from: 100 moral stories (2005)*

1. What is the story about?
  - a. A milkmaid who has some chicks
  - b. A milkmaid who has two goats
  - c. A milkmaid who has many dreams
  - d. A milkmaid who wants to sell some chicks
2. Why did she go to the market?

- a. To buy some chicks
  - b. To sell some chicks
  - c. To buy some jugs of milk
  - d. To sell some milk
3. The word “rear” (paragraph 1, line 3) is similar to?
- a. Behind
  - b. Look after
  - c. Back
  - d. Front
4. The word “they” on paragraph 2 (line 2) refers to...
- a. The goats
  - b. The chicks
  - c. The cows
  - d. The milkmaid
5. Why did the girl fell?
- a. Because she was dreaming
  - b. Because she was happy
  - c. Because she jumped
  - d. Because she tripped

Name \_\_\_\_\_ Date \_\_\_\_\_

## Writing About What Happened

TITLE: \_\_\_\_\_

1

When?  
Where?  
Who?  
What?

2

What happened?  
Then?  
Next?  
After that?  
(PROBLEM)

3

What happened?  
Then?  
Next?  
After that?  
(RESOLUTION)

CODA (Moral Value)

What can we learn from the story above?

- a. ....
- b. ....
- c. ....
- d. ....

**THE GROUP ACTIVITY:**

Read the text bellow, and make the graphic organizer before answering the questions.

### The Boy who Cried Wolf

Once upon a time there was a <b>shepherd</b> who liked to play a trick on the <b>villagers</b> who lived <b>nearby</b> . He would pretend that his flock of sheep was being <b>attacked</b> by wolves. "Come quickly," he would yell as <b>loudly</b> as he could. "Wolf! Wolf! Wolf! Wolf!"	
Each time, every time, the villagers <b>raced</b> to rescue the shepherd's flock. But each time, every time, there were no wolves to be found. The villagers would <b>turn</b> and walk home. The shepherd would <b>fall</b> on the ground and <b>roll</b> around, screaming with laughter.	5
But one day wolves really did attack the shepherd's flock. "Come quickly," he yelled. "Wolf! Wolf! Wolf! Wolf!"	
But this time, no villagers came to help. They wanted to stop all of the shepherd's <b>silly</b> tricks. And then they just stayed in their village. The shepherd kept yelling. And the wolves kept attacking until they <b>ate</b> up the sheep, every last one.	10

1. What is the story about?
  - a. A shepherd in a forest
  - b. A shepherd who is lying to the villagers
  - c. A shepherd who has many wolves
  - d. A shepherd who is smart
2. What is the characteristic of the main character in the story above?
  - a. Kind
  - b. Selfish
  - c. Honest
  - d. Tricky
3. The word "rescue" (paragraph 2, line 4) is similar to?
  - a. Safe
  - b. Save
  - c. Leave
  - d. Go away
4. They word "they" (paragraph 4, line 9) refers to?
  - a. The shepherd



- b. The boy
  - c. The villager
  - d. The wolf
5. According to the passage, what happened to the shepherd after the wolves ate his sheep?
- a. He still has several sheep
  - b. He lost all of his sheep
  - c. The shepherd lost some of his sheep
  - d. The shepherd was rescued by the villagers

### **ASSESSMENT**

Name :

Class :

Student's number :

Read the text bellow to answer questions number 1 – 5.

<b>The Legend of Nyi Roro Kidul</b>	
Once upon a time, there was a beautiful princess named Kadita. Because of her beauty, she was called as Dewi Srengenge. It means “The Goddess of the Sun”. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.	1
The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.	5
Dewi Mutiara called a black wizard to curse Kadita. Then, Kadita’s body was full of ulcer. It smelled bad. The beautiful princess cried.	
The King was very sad. No one could cure his daughter’s illness. The King did not want her daughter to be a rumor, so he sent his daughter away.	10
The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.	15
Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul, the Queen of South Ocean.	

1. What is the main idea of paragraph 3?
  - a. The king married Dewi Mutiara
  - b. The king asked a black wizard to curse his daughter
  - c. Dewi Mutiara asked a black wizard to curse Kadita
  - d. The princess was still beautiful
2. The word “she” (paragraph 2, line 6) refers to?
  - a. Kadita
  - b. The Queen
  - c. The King
  - d. The son
3. Why did the Queen hate Kadita?
  - a. The Queen wanted her son to become a king in the future.
  - b. The Queen wanted her step-daughter to become a king in the future
  - c. Kadita did some mistakes
  - d. Kadita had many ulcers

4. The word “noble” (paragraph 5, line 12) is similar to?
  - a. Bad
  - b. Tricky
  - c. Selfish
  - d. Great
5. What can we learn from the text?
  - a. Forgive everyone who hurts you
  - b. Ocean water can cure many illness
  - c. Nyi Roro Kidul lives in South Ocean
  - d. South Ocean water is clean and clear

**Read the text bellow to answer questions number 6 – 10.**

<b>The Legend of Banyuwangi</b>	
Once upon a time, there was a local ruler named King <u>Sulahkromo</u> . The king had a Prime Minister named <u>Raden Sidopekso</u> . The Prime Minister had a wife named <u>Sri Tanjung</u> . She was so beautiful that the king wanted her to be his wife.	1
One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get <u>Sri Tanjung</u> , however, he failed. He was very angry. Thus, when <u>Sidopekso</u> went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. <u>Sri Tanjung</u> said that it was not true. However, <u>Sidopekso</u> said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.	5
After <u>Sidopekso</u> killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. <u>Sidopekso</u> said, “Banyu... Wangi... <u>Banyuwangi</u> ”. This means “fragrant water”. <u>Banyuwangi</u> was born from the proof of the noble and sacred love.	10

6. What is the paragraph 2 about?
  - a. King Sulahkromo lied to Raden Sidopekso
  - b. King Sulahkromo killed Sri Tanjung
  - c. The Prime Minister loved her wife so much
  - d. Sri Tanjung was unfaithful
7. The word “his” (paragraph 2, line 6) refers to?
  - a. Sri Tanjung
  - b. The King
  - c. The Prime Minister
  - d. The river

8. The word “immediately” (paragraph 3, line 10) is similar to?
  - a. Then
  - b. Quick
  - c. Suddenly
  - d. Fast
9. Why did the river spread a wonderful fragrance?
  - a. The evidence that Sri Tanjung was unfaithful
  - b. The evidence that Sri Tanjung was right
  - c. The evidence that the Prime Minister was right
  - d. The evidence that the King was right
10. What can we learn from the text?
  - a. The Banyuwangi river has a clean water
  - b. The Banyuwangi river has a fragrant water
  - c. Don't be so hurry in taking the decision
  - d. Patih Sidopekso's wife is unfaithful

**Read the text bellow to answer questions number 11 – 15.**

**Don't Change the World**

Once upon a time, there was a king who ruled a prosperous country. One day, he went for a trip to some distant areas of his country. When he was back to his palace, he complained that his feet were very painful, because it was the first time that he went for such a long trip. The road that he went through was very rough and stony.

He then ordered his people to cover every road of the entire country with leather. Definitely, this would need thousands of cow's skin, and would cost a huge amount of money.

Then one of his wise servants dared himself to tell the king, "Why do you have to spend that unnecessary amount of money? Why don't you just cut a little piece of leather to cover your feet?"

The king was surprised, but he later agreed to his suggestion, to make a "shoe" for himself

11. What is the paragraph 1 about?
  - a. The King's servant was wise
  - b. The King's feet were very painful
  - c. The road was good
  - d. The King's feet were great
12. The word "you" (paragraph 3, line 7) refers to?
  - a. The servants
  - b. The road
  - c. The stones
  - d. The King
13. The word "servants" (paragraph 3, line 7) is similar to?
  - a. Assistants
  - b. Friends
  - c. Colleagues
  - d. Brothers
14. What is the idea from the King's servants (paragraph 3)?
  - a. To cover every road with cow's skin
  - b. To cover every road with stones
  - c. To cover the King's feet with shoes
  - d. To cover the King's feet with clothes
15. What can we learn from the passage above?
  - a. We have to look at something from a new angle

- b. We have to cover the stony road with cow's skin
- c. We have to cover the stony road with clothes
- d. We have to make our shoes

**Read the text bellow to answer questions number 16 – 20.**

<b>The Hare and the Tortoise</b>	
A tortoise one day met a hare who made fun of her. "My, my, you move so slowly, you will never get far!" The tortoise, upset by the hare's manner, said, "Let's have a race and see who is faster."	1
The hare laughed and said, "You must be joking! But all right, we'll see who reaches the other side of the hill first." He ran off, leaving the tortoise far behind.	
After a while, the hare stopped to wait for the tortoise to come long. He waited and waited till he felt sleepy. "I might as well take a nap," he thought. "Even if she catches up with me, I can easily win the race." So he lay down under a shady tree and closed his eyes.	5
When the tortoise passed the sleeping hare, she walked on slowly but steadily. By the time the hare woke up, the tortoise was near the finishing line. He ran as fast as he could, but he could not catch up with the tortoise.	10

16. What is paragraph 1 about?
  - a. A tortoise made fun of a hare
  - b. A hare made fun of a tortoise
  - c. The hare moved so slowly
  - d. The tortoise was happy
17. The word "manner" (paragraph 1, line 2) is similar to?
  - a. Story
  - b. Walk
  - c. Behavior
  - d. Fun
18. The word "he" (paragraph 2, line 4) refers to?
  - a. The fun
  - b. The joke
  - c. The tortoise
  - d. The hare
19. What did the hare do under a tree?
  - a. The hare waited for the tortoise and take a nap
  - b. The hare felt sleepy

- c. The hare felt tired
  - d. The hare felt exhausted
20. What can we learn from the passage above?
- a. Don't take a nap under a tree
  - b. Don't underestimate other's ability
  - c. Don't make a joke to a tortoise
  - d. Don't make a joke to a hare

6. Sumber belajar :

Work Sheet

7. Strategi Pembelajaran

Metode : Genre Based Approach

Teknik : Diskusi bersama dan tugas individu

8. Langkah pembelajaran

(Pertemuan 1 = BKOF & MOT)

Opening : Salam pembuka dan doa bersama.

Cek kehadiran siswa

Cek kesiapan siswa

#### **Building the Context or Knowledge of the Field:**

- Guru menanyakan beberapa hal, seperti :
  - a. Have you ever read a narrative text?
  - b. Can you tell me what narrative text is?
- Guru memberikan sebuah picture series tentang teks yang akan dibahas
- Guru memberikan contoh teks narrative.

#### **Modeling and Decontruction of the Text**

- Guru meminta siswa untuk membaca teks tersebut
- Guru mendiskusikan informasi yang terdapat dalam gambar
- Guru mendiskusikan informasi yang terdapat dalam teks tersebut dengan meminta siswa mendeskripsikan gambar yang ada pada

picture series, lalu mengerjakan reading comprehension questions dan mendiskusikannya

- Guru mendiskusikan contoh pengisian bagan graphic organizer narrative.
- Guru meminta siswa mengisi bagan yang ada di papan tulis untuk melatih siswa mengenai penggunaan graphic organizer.
- Guru meminta siswa untuk membawa bolpoin warna.

#### **( Pertemuan 2 = JCOT)**

- Guru menanyakan bolpoin warna yang sebelumnya diminta untuk dibawa.
- Guru meminta siswa untuk duduk berkelompok.
- Siswa diminta untuk mengerjakan tugas berkelompok
- Siswa diminta untuk membuat graphic organizer dengan kelompoknya.

#### **(Pertemuan 3 = Independent Construction of the Text)**

- Guru meminta siswa mengerjakan dua puluh soal post-test dan membuat empat graphic organizers.
- Guru meminta siswa untuk mengumpulkan satu graphic organizer saja.

#### **Wrap up**

- Bersama siswa, guru memberikan pengulangan pada bagian yang penting dan membuat kesimpulan.

#### **Evaluation**

- Guru meminta siswa mengumpulkan tugasnya.
- Guru meminta saran dan komentar dari siswa

#### **Closing**

- Siswa diminta untuk membawa kertas tidak terpakai, koran tidak terpakai, bolpoin warna, spidol, lem, gunting, kertas putih dan kertas berwarna pada pertemuan yang akan datang.



**Doa penutup dan salam.**

**9. Assesment :**

- Partisipasi dalam mengerjakan setiap task.
- Worksheet dikumpulkan.
- Assesment post-test

## RENCANA PELAKSANAAN PEMBELAJARAN

### SIKLUS 2

Nama sekolah : SMP N 1 Berbah  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : VIII/ 2  
Pertemuan ke : 1, 2, dan 3  
Alokasi Waktu : 5 x 40 menit  
Aspek/ skill : Reading

#### 1. Standar Kompetensi :

Memahami makna teks monolog/esei berbentuk report, narrative dan analytical exposition secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

#### 2. Kompetensi Dasar :

Merespon makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: narrative.

#### 3. Tujuan Pembelajaran :

Siswa dapat memahami teks narrative pendek.

#### 4. Indikator :

Diakhir pelajaran, siswa dapat:

- a. Mengidentifikasi tujuan teks naratif
- b. Mengidentifikasi generic structure dari teks naratif
- c. Mengidentifikasi fitur kebahasaan yang digunakan pada teks naratif
- d. Membuat graphic organizer secara kelompok
- e. Membuat graphic organizer secara individual

## 5. Materi Pembelajaran :

### GROUP ACTIVITY

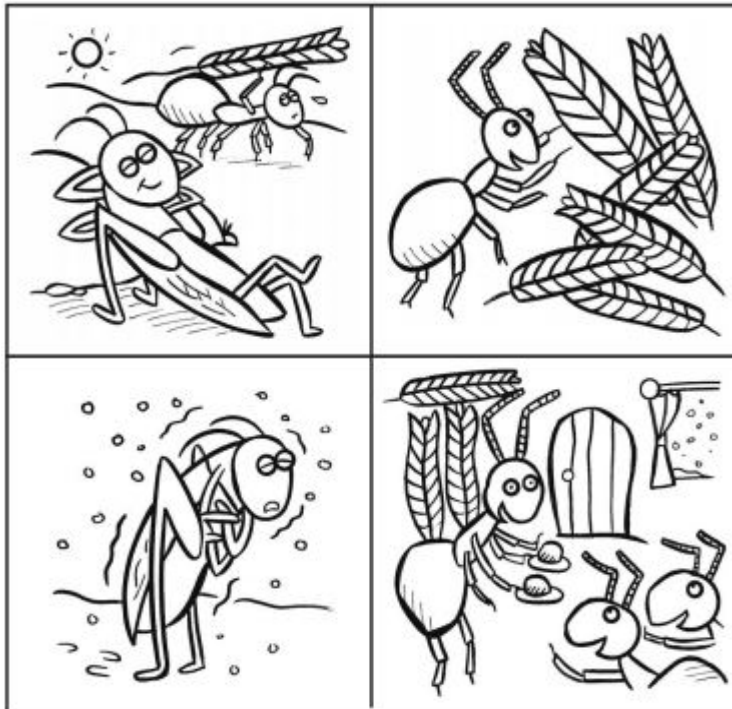
#### THE ANT AND THE GRASSHOPPER

On a warm summer day, a grasshopper **leaped** about a field, merrily singing. Nearby, an ant **toiled** hard under the hot sun. One by one, he **hoisted** heavy kernels of corn onto his shoulders and carried them back to his nest. "Come join me," said the grasshopper. "We'll sing and dance and make beautiful music!"

"I have no time to make music," said the ant. "I'm **gathering** food for the long winter ahead. I suggest you do the same, if you know what's good for you."

The grasshopper merely laughed. "I have plenty to eat today. Winter is a long time off. Why worry on such a lovely day?"

Summer **turned** to autumn, autumn to winter. Now the field was covered in snow. The ant was **burrowed** deep in his nest, warm and **content**. He had enough food to last the whole winter. But the grasshopper was no longer singing a happy song. "It's freezing," he **shivered**. "I'm **starving**. If only I had listened to the ant's advice!"



1. What is the story about?
  - a. A lazy ant
  - b. A diligent grasshopper
  - c. A hungry ant
  - d. A diligent ant
2. Why did the ant toil hard under the hot sun?
  - a. To prepare food for the long summer

- b. To prepare food for the long winter
  - c. To prepare food for the grasshopper
  - d. To prepare food for the long autumn
3. The word “them” (paragraph 1, line 2) refers to?
- a. The grasshopper
  - b. The ant
  - c. The corns
  - d. The shoulders
4. The word “burrowed” is similar to?
- a. Hidden
  - b. Hole
  - c. Hollow
  - d. Cavity
5. What can we learn from the story above?
- a. Prepare many food before the long winter comes
  - b. Prepare everything from now for your better future
  - c. Prepare your food before you feel hungry
  - d. Prepare your food before the autumn comes

### ASSESSMENT/POST-TEST

One day, Rahwana kidnapped Sinta and took her to his palace in Alengka. Rama was so sad. He tried many efforts to save his wife. He sent his best troops to search for his beloved wife but Sinta remained unfound.	1
After four months, Hanoman, the king of white monkeys found Sinta’s crown in the bushes. It was a clue that led them to Alengka. Rama thanked his best friend, Hanoman, and soon they went to Alengka with thousands of troops.	5
The battle was unavoidable. Rahwana’s troops were very powerful giants. They made many of Rama’s soldiers wounded. The battle took two months. Yet, after Rama got involved in the battle, the problem solved. It was also because of Rama’s power. Rahwana, the very powerful king of giants was killed.	10
Rama was so happy to see his beloved wife. They returned to Ayoda and lived happily forever.	

1. What is paragraph 1 tell us about?
- a. Rama searched his wife with his best troops
  - b. Hanoman found Sinta’s crown in the bushes

- c. Sinta has been kidnapped by Rahwana
  - d. Rahwana was died
2. What has happened after Rama searched for his wife with his best troops?
- a. Sinta was still lost
  - b. Sinta was found
  - c. Sinta was in Rama's house
  - d. Sinta was with Hanoman
3. The word "them" (paragraph 2, line 5) refers to?
- a. Sinta and Rahwana
  - b. Hanoman and Rama
  - c. Rahwana and Hanoman
  - d. Hanoman and Rama's troops
4. The word "wounded" (paragraph 3, line 8) is similar to?
- a. Killed
  - b. Lost
  - c. Win
  - d. Injured
5. What is the best title for the text?
- a. The legend of Hanoman
  - b. The legend of Alengka
  - c. The legend of Rama and Sinta
  - d. The legend of Rama and Hanoman

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater.	1
After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden Kusuma, to be sacrificed to the crater.	5
Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.	10
After that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.	

6. What is the text about?
  - a. The story about Roro Anteng, Joko Seger and their children
  - b. The description of Mount Bromo
  - c. The description of Raden Kusuma who sacrificed himself
  - d. The story about Tengger people who gave offerings to the crater
7. What happened to Roro Anteng and Joko Seger when they finally had 25 children?
  - a. They sacrificed their youngest child
  - b. They gave offering to the crater
  - c. They forgot about their promise
  - d. They sacrificed themselves
8. The word “they” (paragraph 2, line 6) refers to?
  - a. Tengger people
  - b. Roro Anteng and Joko Seger
  - c. Roro Anteng’s children
  - d. Roro Anteng and Tengger people
9. The word “kind” (paragraph 3, line 11) is similar to?
  - a. Variety
  - b. Material
  - c. Matter
  - d. Friendly
10. What is the best title for the text?
  - a. The story of Mount Bromo
  - b. The legend of Roro Anteng and Joko Seger
  - c. The story of Raden Kusuma
  - d. The legend of Tengger people

### The Little Mantu

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants hear this. They began to laugh and made rude noises with their trunks, "We are so big and tall, but you are so small. You are nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You are so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be danger." After hearing the word snakes, the elephants screeched and they went off thundering in fright.

"Did I say there were snakes?" giggles Mantu. "No, I don't think so," smiled Opie. Mantu then climb up upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

11. What is the text about?

- a. The tricky elephants
- b. The baby elephants
- c. Mantu and his elephant
- d. Mantu and the jungle

12. What happened when Mantu whispered to Opie's ear that someday he would become the greatest elephant in the jungle?

- a. The other elephants were happy with this news
- b. The other elephants agreed with this statement
- c. The other elephants were sad
- d. The other elephants were laugh

13. The word "you" (paragraph 2, line 9) refers to?

- a. The big elephant
- b. The baby elephant
- c. Mantu
- d. Opie

14. The word "giggles" (last paragraph, line 13) is similar to?

- a. Cry
- b. Yell

- c. Laugh
- d. Sad

15. What can we learn from the story above?

- a. Lying is not good for us
- b. Lying is a bad personality
- c. Arrogant is a bad personality
- d. Arrogant is great

**The fox and the stork**

A selfish fox once invited a stork to dinner at his home in a hollow tree. That evening, the stork flew to the fox's home and knocked on the door with her long beak. The fox opened the door and said, "Please come in and share my food."

The stork was invited to sit down at the table. She was very hungry and the food smelled delicious! The fox served soup in shallow bowls and he licked up all his soup very quickly. However, the stork could not have any of it as the bowl was too shallow for her long beak. The poor stork just smiled politely and stayed hungry.

The fox asked, "Stork, why haven't you taken your soup? Don't you like it?" The stork replied, "It was very kind of you to invite me for dinner. Tomorrow evening, please join me for dinner at my home."

The next day, when the fox arrived at the stork's home, he saw that they were also having soup for dinner. This time the soup was served in tall jugs. The stork drank the soup easily but the fox could not reach inside the tall jug. This time it was his turn to go hungry.

16. What is the text about?

- a. The hungry stork
- b. The hungry stork
- c. The selfish fox
- d. The selfish animal

17. Why did the stork could not eat any soup from the bowl?

- a. The bowl was too shallow
- b. The bowl was too precious
- c. The soup was not delicious
- d. The soup was not hot

18. The word "his" (last paragraph, last line) refers to?

- a. The stork
- b. The fox
- c. The jug



- d. The soup
19. Why did the fox could not eat the soup from the jug?
- Because the jug was broken
  - Because the jug was too small
  - Because the jug was tall
  - Because the jug was too big
20. What can we learn from the text above?
- Eating your soup from the shallow bowl is not good idea
  - Eating your soup from the tall jug is not good idea
  - A shellfish act is an important thing
  - A shellfish act can ruin our life

#### **6. Langkah pembelajaran:**

##### **( Pertemuan 1 = JCOT)**

- Guru menanyakan bolpoin warna, kertas tidak terpakai, kertas putih, lem, dan gunting, yang sebelumnya diminta untuk dibawa.
- Guru meminta siswa untuk duduk berkelompok.
- Siswa diminta untuk mengerjakan tugas berkelompok
- Siswa diminta untuk membuat graphic organizer dengan kelompoknya.
- Siswa diminta untuk menjawab pertanyaan yang ada dibawah teks.

##### **(Pertemuan 2 dan 3 = Independent Construction of the Text)**

- Guru meminta siswa mengerjakan dua puluh soal post-test dan membuat empat graphic organizers.
- Guru meminta siswa untuk mengumpulkan satu graptic organizer saja.
- Siswa diminta untuk menghias graphic organizer yang telah dibuat.

##### **Wrap up**

- Bersama siswa, guru memberikan pengulangan pada bagian yang penting dan membuat kesimpulan.

**Evaluation**

- Guru meminta siswa mengumpulkan tugasnya.
- Guru meminta saran dan komentar dari siswa

**Closing**

- Siswa diminta untuk memberi kesimpulan mengenai pembelajaran yang telah dilaksanakan selama siklus satu dan dua.

**Doa penutup dan salam.****7. Assesment :**

- Partisipasi dalam mengerjakan setiap task.
- Worksheet dikumpulkan.
- Assesment post-test

### STUDENTS SCORE

Subject : English  
 Skill : Reading Comprehension (Narrative Text)  
 Class : VIII-D  
 Semester, Year : 2 (two), 2014/2015

Numb.	Name	Date & Score		
		27-5-2015	22-5-2015	29-5-2015
		Pre-Test	Post-Test I	Post-Test II
1.	Afilia Handayani	50	85	70
2.	Ari Puspitasari	75	75	85
3.	Aziza Silqotimah	55	60	80
4.	Clementine Goldi Anugrahati	75	75	85
5.	Dewi Wahyu Puspitasari	85	75	85
6.	Dheonita Rahmadini	60	60	85
7.	Geovani Javier Bomantara Lase	75	90	85
8.	Isqi Zanzabila	50	80	85
9.	Lulut Surya Anggriawan	75	80	90
10.	Mahfud Husni Ramadhan	45	90	85
11.	Marseila Rahma Eka Pangesti	35	55	70
12.	Marselinus Seno Hari Prabowo	65	60	68
13.	M. Sri Handarbeni Aurio	75	80	85
14.	Muhammad Arizal Mustofa	40	65	90
15.	Muhammad Fendy Alif	50	75	85

	Arviansyah			
16.	Niken Ayu Saputri	85	75	85
17.	Novianto Pamungkas	50	75	85
18.	Putri Azzahra Salsabila	95	90	85
19.	Quintus Prima Priambara Putra	75	80	85
20.	Renaldi Agi Indrawan	50	60	90
21.	Riamdika Rhukmanoor Rauf M.	75	75	85
22.	Rico Nova Sanjaya	55	75	85
23.	Salsabila Fauziyah Hannum	75	60	70
24.	Satrio Angger Wicaksono	55	75	80
25.	Tedi Imam Dwi Antoro	55	60	69
26.	Tri Purwanto	35	60	85
27.	Tsuraya Aulia Qurrotaa'yunin	95	90	85
28.	Umi Azizah Umanailo	50	75	85
29.	Valencio Deano Aldo Benitto	60	70	80
30.	Yosephin Lisa Mayaningtyas	60	60	85
31.	Yunia Widya Putri	75	85	85
<b>TOTAL SCORE</b>		<b>1955</b>	<b>2270</b>	<b>2557</b>
<b>AVERAGE</b>		<b>63.06</b>	<b>73.22</b>	<b>82.48</b>
<b>Prosentase siswa yang lolos KKM (nilai = atau &gt; 75)</b>		<b>47%</b>	<b>63%</b>	<b>82%</b>

# LETTERS



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: www.bappeda.slemankab.go.id, E-mail: bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 1998 / 2015

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/1966/2015  
Hal : Rekomendasi Penelitian  
Tanggal : 12 Mei 2015

**MENGIZINKAN :**

Kepada :  
Nama : DWI PUTRANTI  
No.Mhs/NIM/NIP/NIK : 09202241017  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Sleman Yogyakarta  
Alamat Rumah : Tegalrejo Ngolodono Karangdowo Klaten  
No. Telp / HP : 087739644699  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
IMPROVING STUDENTS' READING COMPREHENSION SKILL THROUGH  
THE GRAPHIC ORGANIZER IN VIII D CLASS OF SMP N 1 BERBAH  
Lokasi : SMPN 1 Berbah, Berbah, Sleman  
Waktu : Selama 3 Bulan mulai tanggal 12 Mei 2015 s/d 12 Agustus 2015

**Dengan ketentuan sebagai berikut :**

1. Wajib melaporkan diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 12 Mei 2015

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Statistik, Penelitian, dan Perencanaan

ERNY MARYATUN, S.IP, MT  
Pembina, IV/a  
NIP 19720411 199603 2 003

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial & Pemerintahan Bappeda Kab. Sleman
4. Camat Berbah
5. Kepala UPT Pelayanan Pendidikan Kec. Berbah
6. Ka. SMPN 1 Berbah, Berbah, Sleman
7. Dekan FBS - UNY
8. Yang Bersangkutan



## SURAT PERNYATAAN

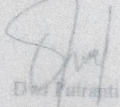
Saya yang bertandatangan dibawah ini, menyatakan dengan sesungguhnya bahwa telah melaksanakan penelitian untuk Tugas Akhir Skripsi (TAS) di SMPN 1 Berbah, dengan perincian sebagai berikut:

Tanggal mulai : 27 April 2015  
Tanggal selesai : 29 Mei 2015  
Kolaborator 1 : Sdra. Hari Wijonarko, S.Pd  
Kolaborator 2 : Sdri. Tiara Rizki Nastitijati

Pernyataan ini saya buat dengan sungguh – sungguhnya dan saya bersedia menerima sanksi apabila pernyataan yang saya buat ini tidak sesuai dengan kenyataan penelitian yang telah saya jalani di SMPN 1 Berbah.

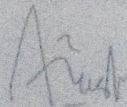
Berbah, 30 Mei 2015

Peneliti

  
Dwi Putranti  
09202241017

Mengetahui,

Guru Bahasa Inggris



Elia Cahyaningtyas, S.Pd  
1965 0914 1987 03 2 006

  
Kepala Sekolah  
  
Sri Chalmah, S.Pd, M.Pd  
1960 0201 1981 11 2 003



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
SEKOLAH MENENGAH PERTAMA NEGERI 1 BERBAH  
Email : smpn1\_berbah@yahoo.co.id  
Alamat : Tanjungtirto, Kalitirto, Berbah, Sleman, Yogyakarta 55573 Telp. 497029

SURAT KETERANGAN

No. 422/2015

Yang bertanda tangan dibawah ini :

Nama : Siti Chalmah, S.Pd.M.Pd  
NIP : 19600201 198111 2 003  
Pangkat / Gol. : Pembina / Gol. IV a  
Jabatan : Kepala Sekolah  
Instansi / Unit Kerja : SMP Negeri 1 Berbah Sleman  
Alamat : Tanjungtirto, Kalitirto, Berbah, Sleman, Yogyakarta

Dengan ini menerangkan bahwa :

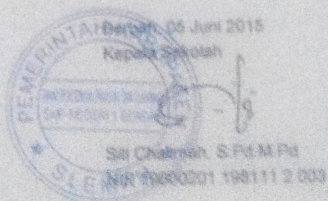
Nama : DWI PUTRANTI  
No. Mhs. : 09202241017  
Jurusan/ Program Stud : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Negeri Yogyakarta ( UNY )

Teelah melakukan studi pendahuluan dalam rangka penyusunan Skripsi dengan judul :

" IMPROVING STUDENTS' READING COMPREHENSION SKILL THROUGH THE GRAPHIC  
ORGANIZER IN VIII D CLASS OF SMP N 1 BERBAH "

Waktu pelaksanaan penelitian bulan : 01 April - 31 Mei 2015

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan  
sebagaimana mestinya





# DOCUMENTATIONS



(a student fills the graphic organizer on the whiteboard)



(the students work in group in making the graphic organizer in the first cycle)



(the students work in a group to make a graphic organizer in the second cycle)



# RAMA AND SINTA

Orientation  
- When = on Day  
- Who = Rahwana kidnapped Sinta  
- and took  
- Where = Alengka

Complication  
- then = Rama sent Angman to search Sinta & the monkeys both found Sinta's crown in the bushes  
- Next = Rama thanked his best friend Hanuman

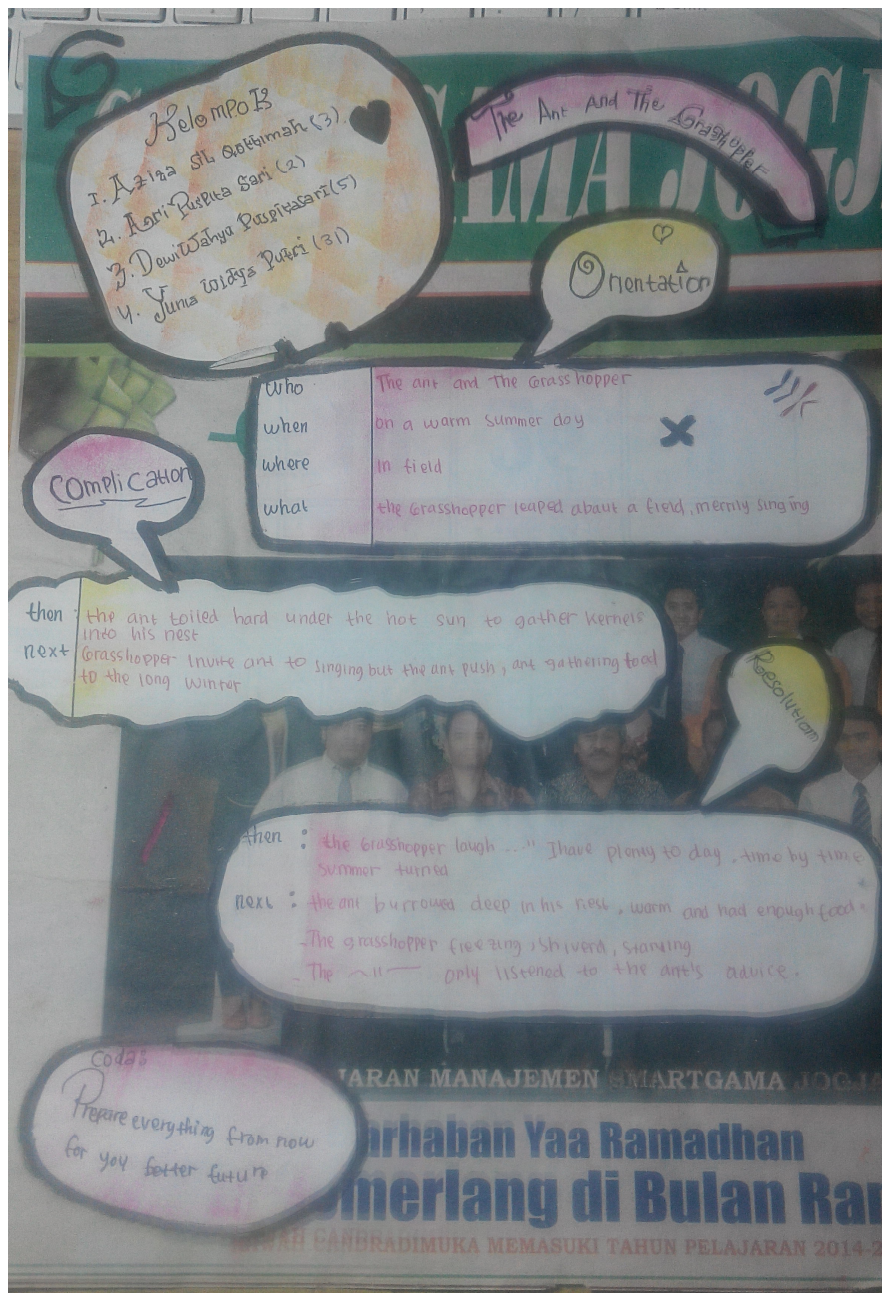
## Resolution

- then = the battle was unavoidable & they made many of Rama's soldiers wounded  
- Next = yet, after Rama got involved in the battle, the problem solved &

- After that = Rahwana, very angry, was full king of the giants  
was killed

Coda = Don't Easy to find

B5





Yunio Widya Putri, 32/80

title: the hare who arrogant "The Tortoise and The Hare"

### Orientation

- |         |  |
|---------|--|
| a. when | one day  |
| b. who  | The Hare and The Tortoise                        |
| c. what | A tortoise one day met a Hare who made fun of to |

### Complication

- |                |   |
|----------------|---|
| a. what happen | The Tortoise and the Hare have a race   |
| b. Then        | The Hare always lower The tortoise  |
| c. next        | The Tortoise to come long, and the Hare waited under shady tree. The hare waited for the felt sleep |
| d. After that  | The Tortoise was near the finishing line and Tortoise win.  |

### Resolution

- |       |  |
|-------|--|
| then? | - the Hare sleep                           |
| Next? | - the tortoise walked slowly but steadily  |
|       | - the Hare woke up                         |
|       | - the Hare ran as fast as he could         |
|       | - the tortoise was near the finishing line |
|       | - the tortoise win                         |

OPD: - fast not make right

- Don't arrogant, because arrogant not make you

Practice makes perfect





